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ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts without curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains language arts curriculum materials for grades 9-12. Learning objectives are correlated to the Goals for Washington Common Schools and to broad K-12 language arts program goals. The format consists of a sequential list of student learning objectives related to a specific area of the language arts curriculum, followed by pages which feature one or more of the objectives and which include activities, monitoring procedures, and possible resources to be used in teaching the objectives. Grade recommendations for teaching the objectives at the secondary level are very broad, reflecting that courses are often non-graded or that students must enroll in some basic courses to meet competency or graduation requirements. Where applicable, the relatedness of an objective to other curriculum areas is shown. Particular effort has been given to correlating the materials with the areas of Environmental Education and the use of the newspaper in the classroom. Broad language arts scope areas for grades 9-12 include language, mechanics, written expression, listening and speaking. (CM)

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SMALL SCHOOLS
LANGUAGE ARTS CURRICULUM

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RC 012843

GRADES 9-12

Language
Mechanics
Written Expression
Oral Expression
Listening

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

SMALL SCHOOLS
LANGUAGE ARTS CURRICULUM
9-12

Language
Mechanics
Written Expression
Listening
Speaking

Scope
Objectives
Activities
Resources
Monitoring Procedures

Working Copy
June 1979

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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The Small Schools Student Learning Objectives were written by a consortium of teachers and administrators from local districts and Educational Service District 189.

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APPRECIATION

Many Educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the Office of the Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small school districts in identifying learning objectives and in planning for program implementation. These findings served as a basis for originally funding the Small Schools Curriculum Project.

Dr. Don Hair, Dr. Monica Schmidt and Bill Radcliffe should be given recognition for their efforts in seeing that the project has continued from the original K-3 efforts to completion of guidelines 9-12.

Appreciation is also extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

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INTRODUCTION

The Small Schools Project Objectives 9 - 12 were developed during the 1978-79 school year through the cooperative efforts of three levels of educational organization: ten Snohomish and Island County school districts, Educational Service District 189 and the State Office of Public Instruction. Funds were provided through Title IV C and SPI, with ESD providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in three disciplines, language arts, mathematics and reading to serve as a basis for a goal based curriculum in the three disciplines. A cadre of secondary teachers from the ten consortium schools (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan and South Whidbey) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and secondary classroom teachers. The third step in the process was to involve secondary classroom teachers in writing activities to accompany the objectives. The objectives, and activities with these accompanying monitoring procedures and resources make up the curriculum guideline.

ORGANIZATION OF BOOK

Book Covers and Objective pages for Small Schools materials have been color coded for each subject with language arts being yellow.

Following each colored objectives page there are usually several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objective(s). (See pages x and xi of this book for more detailed explanation of the format.) Within each curriculum book the objectives have been correlated to the Goals for the Washington Common Schools and to the Small Schools Program goals for language arts. A limited number of activities have been written for some areas of the scope of secondary mathematics, since most instructors use the text as the basis for instruction. Users of this material are asked to suggest activities that might be added to this book following its field testing and prior to final printing.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981.)*

Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

The approach of the Small Schools Project Consortium was first to develop a curriculum, grades 9-12, in mathematics, language arts and reading using a goal base model. Thus the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline 9-12 and deliberately chose not to develop objectives for specific courses. Secondary teachers thus are free to choose objectives from the taxonomy to build their specific courses in this discipline.

*See "Guide to the Student Learning Objectives Law," RCW 28A. 58.090
SPI, Olympia, Washington 98504

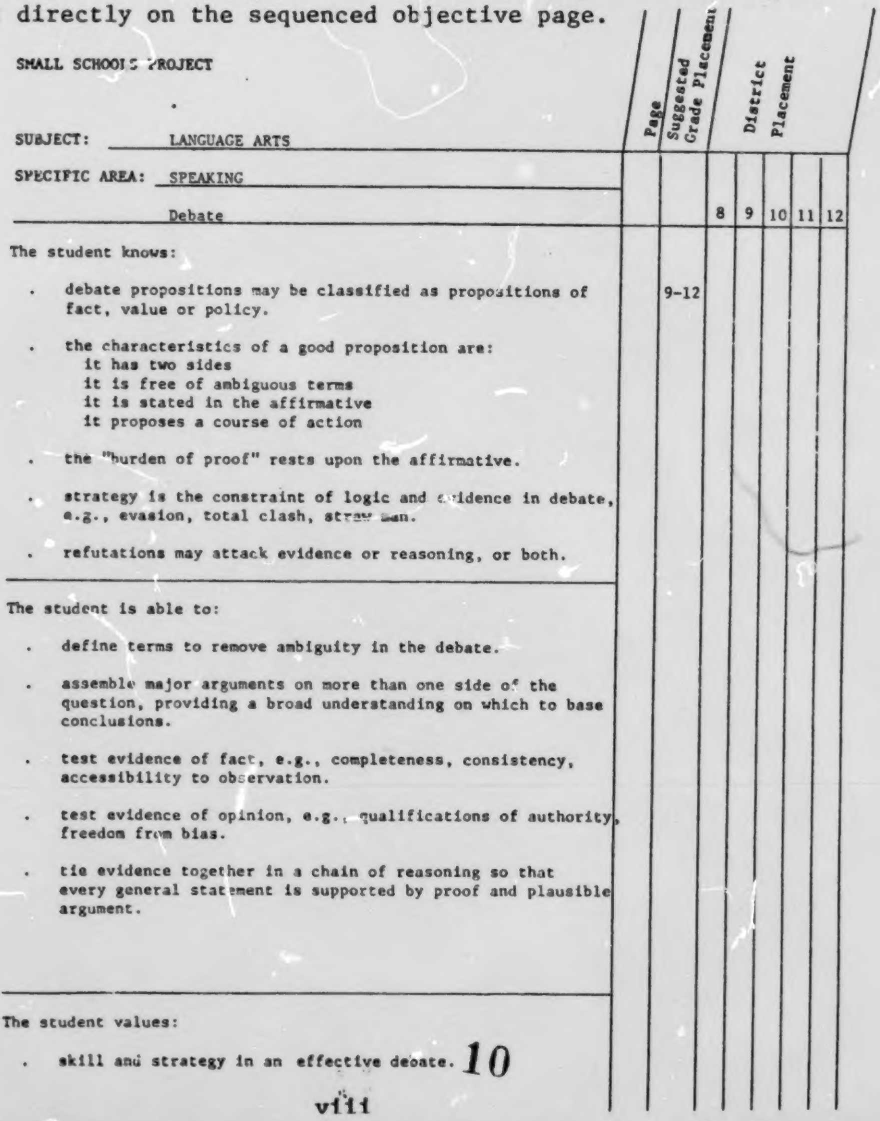
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation for the secondary level is very broad reflecting that courses are often non-graded or that students must enroll in some basic courses to meet graduation or competency requirements.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum courses in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: SPEAKING

Debate

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. debate propositions may be classified as propositions of fact, value or policy.		9-12					
. the characteristics of a good proposition are: it has two sides it is free of ambiguous terms it is stated in the affirmative it proposes a course of action							
. the "burden of proof" rests upon the affirmative.							
. strategy is the constraint of logic and evidence in debate, e.g., evasion, total clash, straw man.							
. refutations may attack evidence or reasoning, or both.							
The student is able to:							
. define terms to remove ambiguity in the debate.							
. assemble major arguments on more than one side of the question, providing a broad understanding on which to base conclusions.							
. test evidence of fact, e.g., completeness, consistency, accessibility to observation.							
. test evidence of opinion, e.g., qualifications of authority, freedom from bias.							
. tie evidence together in a chain of reasoning so that every general statement is supported by proof and plausible argument.							
The student values:							
. skill and strategy in an effective debate.							

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and possible resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the "burden of proof" rests upon the affirmative. B. The student knows strategy is the constraint of logic and evidence in debate, e. g. evasion, total clash, straw man. C. The student knows refutations may attack evidence or reasoning, or both. D. The student values skill and strategy in an effective debate.

Related Area(s)

State Goal	2
District Goal	
Program Goal	8

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Observing Debaters Group Size: individual, entire class Materials: paper and pens Procedure(s): . Ask some members of a local college debate club or members of your high school debate team to give a short demonstration debate for your class. . Tell the class to try to record the affirmative and negative team's major arguments. . Have them compare their notes with the debater's notes. . Have the class ask the team members to explain the processes involved in preparing for a debate tournament.	Teacher prepares for guest speakers, introduces speakers to class, and acts as discussion leader after debate.	Speaking of Communication, Charles A. Wilkinson, Scott, Foresman and Co., Glenview, IL, 1975, pp. 152-167.
		District Resources
Title: Listen to a Debate Group Size: individual Materials: paper and pens Procedure(s): . Assign class to listen to a political speech or read a newspaper debate and write an analysis of the issues on which an actual clash occurred or could occur and a justification of what you considered to be the "winning" position. (A good debate to watch each week is Shana Alexander & Jack Kilpatrick on "60 Minutes".)	Teacher offers suggestions for students to use, collects papers, critiques and acts as discussion leader.	

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher-made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

LANGUAGE ARTS PROGRAM GOALS
(K-12)

1. The student uses language effectively in interaction with others, gaining and improving speaking and listening skills in group communication process.

2. The student writes openly, clearly and creatively.

3. The student acquires, interprets and evaluates information through purposeful and critical observation and listening.

4. The student responds in subjective, analytic and evaluative ways to literature and the humanities as a reflection of the life, values and ideas of this and other cultures.

5. The student comprehends the printed material needed to succeed in educational, vocational and social interests and inquiries.

6. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.

7. The student adapts speech and writing to different purposes, audiences and communication forms and uses the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student expresses and interprets ideas, attitudes and feelings effectively in verbal and nonverbal ways.

9. The student knows that language adapts to the needs of people through time.

10. The student knows that one's experience in the world is given meaning and shape by language.

LANGUAGE ARTS

SCOPE
9-12

PAGE

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SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: GRAMMAR

Parts of Speech

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
At the secondary level it is assumed that, although the student needs to know these objectives, emphasis will be on application.							
. a noun names persons, places, things, or ideas.		9-12					
. a pronoun is used in the place of a noun.							
. verbs are words used to express action, to show state of being, to link the complement with the subject, and to help other verbs.							
. verb phrases consist of main and helping verbs.	3						
. adjectives are words that describe nouns or pronouns.	5						
. adverbs are words that describe adverbs, adjectives and verbs.							
. prepositions are words which show relationships between their objects and other words in the sentence.							
. prepositional phrases are used as adjectives or adverbs.	7						
. conjunctions are words that join words, phrases, and clauses.							
. interjections are words that express strong feeling.							
. verbals are formed from verbs and used as various parts of speech.							
The student is able to:							
. identify nouns by their singular and plural forms.	9						
. distinguish the various kinds of nouns.							
. identify pronouns.	11						
. distinguish the various kinds of pronouns.	7						
. identify prepositional phrases.							
. identify verbs and verb phrases.	3						
. distinguish the various forms of verbs.	3						
. identify adjectives.							
. distinguish the various kinds of adjectives.	5						
. identify adjectives by position and by variant form.	13						
. identify adverbs.	15						
. distinguish the various kinds of adverbs.							
. identify adverbs by position and meaning.	15						
. identify prepositional phrases as either adjective or adverbal.	7						
. identify verbals, e.g., participles, gerunds, infinitives.							
. identify conjunctions.							
. distinguish the types of conjunctions.							
. identify interjections.							
The student values:							
. the use of grammar as a tool in understanding the English language.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Learning Objective(s) A. The student knows verb phrases consist of main and helping verbs. B. The student is able to identify verbs and verb phrases. C. The student is able to distinguish the various forms of verbs.

State Goal 1

District Goal

Program Goal 7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Using Verbs to Tell Time
Group Size: individual, large group
Materials: chart, worksheet

Procedure(s):

- Copy and add to the following exercise on a worksheet for students to complete.
- Directions: Write in each blank space the indicated form of the verb in parentheses.

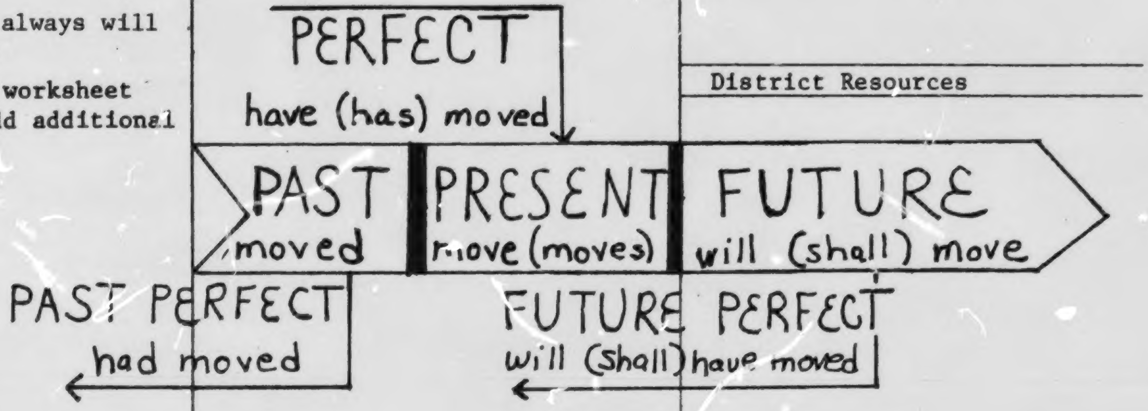
1. The disturbing events ____________ on Tammy's mind. (to weigh, past)

2. The earth was, ________, and always will be round. (to be, present)

- Copy the following activity on a worksheet for the students to complete. Add additional exercises.

Suggested Monitoring Procedures

Teacher prepares a chart like the one below:


PERFECT
have (has) moved
PAST
moved
PRESENT
move (moves)
FUTURE
will (shall) move
PAST PERFECT
had moved
FUTURE PERFECT
will (shall) have moved

Suggested Resources

Language Workshop, a Guide to Better English, R.R. Potter

District Resources

The previous numbered page in the original document was blank.

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows adjectives are words that describe nouns or pronouns. B. The student is able to distinguish the various kinds of adjectives.

State Goal	1
District Goal	
Program Goal	7, 9

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Add an Adjective **Group Size:** large group **Materials:** **Procedure(s):** . Students move desks in circle or sit on floor in circle. . Teacher names a noun and Student 1 names an adjective to describe the noun. . Student 2 names an adjective beginning with the last letter of Student 1's adjective. . This process continues around the circle. . A student is out of competition if: (1) gives an incorrect response, or (2) does not respond within time limit. . The last student remaining wins.	Teacher gives the nouns to be described and monitors answers.	See Language Arts resource guides Grades 4-6 pages 21-66 Grade 7-8 pages 5-52 for additional activities in Grammar and Language. **District Resources**

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows prepositional phrases are used as adjectives or adverbs. B. The student is able to identify prepostional phrases as either adjective or adverbal.

State Goal 1,8,10

District Goal

Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Suggested Monitoring Procedures

Possible Resources

Title: How About Prepositions?
Group Size: entire class
Materials: worksheet, pencils

Procedure(s):

- Copy the following exercise on a worksheet for students to complete.

1. Here are some words called prepositions: of, to, from, be, with, for.
2. Any preposition can be used with other words to make a prepositional phrase.
   of the pirates
   with a loud yell
   over the waves
   Where could you put prepositional phrases in this sentence: one jumped.
   Prepositional phrases: with a loud yell - of the pirates - over the waves
   With a loud yell one of the pirates jumped over the waves.
3. Use this list of prepositions to write prepositional phrases:

after
around
at
behind
by
for
in
into

of
on
over
through
to
toward
with
without

4. Now try writing ten sentences with prepositional phrases from the above list.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to distinguish the various kinds of nouns.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Concrete or Abstract
Group Size: individual
Materials: worksheet

Procedure(s):

- Copy the following exercise for students to complete.
- Directions: In the following exercise, distinguish between concrete and abstract nouns.

Example: temptation abstract

__ 1. myth
__ 2. legend
__ 3. service
__ 4. heroism
__ 5. fable
__ 6. moral
__ 7. principle
__ 8. code
__ 9. explanation
__10. festival

__ 11. holiday
__ 12. spirit
__ 13. feeling
__ 14. tears
__ 15. altar
__ 16. worship
__ 17. book
__ 18. wisdom
__ 19. temple
__ 20. religion

Suggested Monitoring Procedures

Teacher informs students of concrete and abstract nouns.

Suggested Resources

Word Power in 5 Easy Lessons, W. H. Armstrong, Barron's Educational Series, New York, 1969.

Practice for Effective Writing, Hopper and Gale, Barron's Educ. Series, New York.

District Resources

Suggested Activities: Grade(s) 9-12

Title: Collective or Singular
Group Size: individual
Materials: worksheet, pencils

Procedure(s):

. Copy the following exercise on a worksheet for students to complete.

Directions: Designate the collective nouns in the list below by writing the singular for one member of the group in the space provided. Mark an X by nouns which are not collective.

Example: galaxy star money X

1. team _____
2. member _____
3. flock _____
4. forest _____
5. shepherd _____
6. herd _____
7. stampede _____
8. committee _____
9. club _____
10. anthology _____
11. company _____
12. Senate _____
13. army _____
14. pantheon _____
15. association _____
16. delegate _____
17. audience _____
18. class _____
19. pupil _____
20. mob _____

Title: Is It Proper?
Group Size: individual
Materials: worksheet

Procedure(s):

. Copy the following exercise on a worksheet for students to complete.

. Directions: In the following list, capitalize the proper nouns.

1. american __________
2. high school __________
3. liberty high school __________
4. history __________
5. history 104 __________
6. time magazine __________
7. father __________
8. father flannagan __________

Suggested Monitoring Procedures

Teacher informs students of collective and singular nouns.

Teacher monitors and corrects the assignment.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to distinguish the various kinds of pronouns.

B. The student is able to identify pronouns.

State Goal	1
District Goal	
Program Goal	7

Related Area(s) ____

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Name the pronoun **Group size:** individual **Materials:** worksheet **Procedure(s):** . Copy and add to the following on a worksheet for the students to complete. Add additional exercises. . Directions: Each of the following specifies a form of a personal pronoun. Write the pronoun indicated in the space provided. Example: second person, singular (number), possessive case your or yours 1. Third person, neuter gender, singular, nominative case. ____ 2. First person, plural, nominative case. ____ 3. Third person, feminine gender, singular, nominative case. ____	Teacher prepares worksheet and a chart listing all personal pronouns.	English Everywhere, R.R. Potter, Globe Book Co., NY, 1971. Language Workshop, R.R. Potter Globe Book Co., NY, 1976.
Title: Pronouns to Nouns **Group size:** entire class **Materials:** worksheet **Procedure(s):** . Teacher prepares a paragraph that contains pronouns and no nouns. . The students circle each pronoun and rewrite the paragraph replacing each circled pronoun with a noun. . The students exchange paragraphs for comparison.	Teacher prepares a worksheet.	District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Title: Find the mistakes
Group size: individual
Materials: prepared worksheet

Procedure(s):

- Copy the following paragraph on a worksheet for the students to complete.
- Directions: The paragraph that follows contains ten pronoun errors. Correct them by crossing out the errors and writing the correct forms immediately above the errors.

My brother Ramon he's the joker in the family. You know all the comedians they have on television? Well, I and my family think Ramon is even funnier. Ramon says he's the idol of the family--idle for twenty years. He can never find a job what really suits him. He says they have jobs for everybody else, but his regular work is looking for work. This here is an example: Last night he told me and Dad that S. Miller and Sons they had almost fired him because he couldn't spell. He says he told Mr. Miller that He'd be able to spell except that in school he'd always had English teachers which kept changing the words.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student is able to identify adjectives by position and by variant form.

State Goal 1,8,10

District Goal

Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title:
Group Size: pairs, entire class
Materials: paper, pencil, pen 2" x 4" section of hardboard, blocks or dominos

Procedure(s):

- Give the students incomplete instructions deliberately avoiding the use of clarifying adjectives. Discuss the need to use clarifying adjectives to convey meaning.
  Example: turn (left) at the (green) light.
- Place a visual barrier between two students. Have both students construct identical block arrangements, with one arranging his/her block structure solely by verbal instructions given by the other student.

Variations:

- Have the students write a narrative paragraph using appropriate descriptive adjectives on a topic chosen from a list prepared by the teacher.
- Have the students rewrite the following sentences enriching them with appropriate descriptive adjectives.

1. Bill walked across the street.
2. The dog sat on the tack.
3. The turtle crawled to the pond.
4. The water felt cold.
5. The sun was hot.

Suggested Monitoring Procedures

Monitor by observation.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Alarm Alert
Group Size: entire class
Materials: timer, alarm clock or stop watch with a built-in alarm

Procedure(s):

- Student writes a noun on chalkboard. Guide him/her to choose one which has many possible modifiers: man, dinner, lady, party.
- Wind and set alarm and begin passing it. As each student receives the alarm, he/she must give an adjective that could describe the noun and pass the alarm on as quickly as possible.
- Students are "out" when the alarm goes off in their hands, when they cannot think of an adjective, or when they repeat one already given.
- Continue until there is a winner by elimination, then begin a new game.

Variation(s):

- The alarm may be used with adverbs, proper nouns, words with certain number of syllables, spelling words, etc.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) **A. The student is able to identify adjectives by position and by variant form. B. The student is able to identify adverbs by position and meaning.**

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Expanded Use of Adjectives and Adverbs
Group Size: entire class
Materials: worksheet, chalkboard

Procedure(s):

- Review the use of adjectives and adverbs by class discussion and using examples on the chalkboard.
- Have students rewrite and expand the following examples of the five basic sentence patterns by adding adjectives and adverbs to the sentence.

1. Bill ran.
2. Alice hit the ball.
3. The dog snored.
4. Tom gave Bill a kick.
5. That car is old.
6. A truck struck a car.
7. Mr. Williams made Sue a milkshake.
8. Ted was a truck driver.
9. Alice was tired.
10. The man was a detective.

Suggested Monitoring Procedures

Observe student reaction to discussion. If results of above are not satisfactory, repeat the assignment.

Collect and correct the quiz.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
44		45

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: GRAMMAR

	Page	Suggested Grade Placement	District Placement				
Sentences			8	9	10	11	12
The student knows:							
. that a sentence is a complete thought.		9-12					
. the various kinds of sentences according to purpose.	19						
. the four types of sentences according to the structure.							
. that word order is essential to meaning and that sentences can be classified by word patterns.	19						
Examples of sentence patterns:	19						
. The fire burns. (subject, verb)							
. The dog bit the man. (subject, verb, object)							
. My dog is a collie. (subject, verb, subjective complement)							
. The air is cold. (subject, verb, adjective complement)							
. Bill gave the dog a bone. (subject, verb, indirect object, direct object)							
. The class elected Bob president. (subject, verb, object, objective complement)							
The student is able to:							
. identify a complete sentence.	19						
. identify types of a sentence structure, e.g., simple, compound, complex, compound/complex.	19						
. identify various kinds of sentences, e.g., interrogative, declarative, exclamatory, imperative.							
. identify various sentence patterns (see above).	19						
The student values:							
. knowledge of sentence patterns in varying sentences.	19						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows the four types of sentences according to the structure. B. The student knows that word order is essential to meaning and that sentences can be classified by word patterns. C. The student is able to identify various sentence patterns. D The student is able to identify types of a sentence structure, e. g. , simple, compound, complex, compound/complex.

State Goal	1,8
District Goal	
Program Goal	3,7,8

Suggested Activities: Grade(s) 9-12

Title: Identifying Basic English Sentence Patterns
Group Size: entire class
Materials: worksheet, chalkboard, language text

Procedure(s):

. Have the students identify the basic sentence patterns employed in the following sentences by writing the following in the blank.

Pattern I:	S-V	(subject, verb pattern.)
Pattern II:	S-V-O	(subject, verb, direct object.)
Pattern III:	S-V-SC	(subject, verb, subjective complement.)
Pattern IV:	S-V-AC	(subject, verb, adjective complement.)
Pattern V:	S-V-IO-DO:	(subject, verb, indirect object, direct object.)

1. Robert seemed tired after the day's long hike.______________
2. The striped cat caught a fat gray mouse.______
3. It rained all night._________
4. The class gave the teacher a splitting headache.__________
5. The jolly old man laughed softly to himself. _____________
6. Roger is a skateboard champ.________
7. Nancy baked Bob a beautiful birthday cake.____
8. Ted threw the shot over sixty feet._______
9. This room feels too warm._________
10. My brother, Bill is a shoe salesman._______

. Have students write at least one sentence for each of the basic five sentence patterns.

Suggested Monitoring Procedures

Collect and proofread completed assignments.

Possible Resources

Mukilteo School District, Language Arts Curriculum Guide, 1976, pages 8-25.

District Resources

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uggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: **Group size**: individual **Materials**: student writing **Procedure(s)**: . Student uses own paragraphs. . Student begins at the end of the paragraph reading the last sentence first. Student checks for idea completeness and sentence form. For additional activities see Small Schools Language Arts Curriculum grades 4-6 and 7-8	Teacher monitors the students and answers questions.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: GRAMMAR

Phrases and Clauses

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
• a phrase, a group of related words without a subject or predicate, is a single part of speech.		9-12					
• a clause is a group of words containing a subject and a predicate.							
• an elliptical clause omits a word or words necessary for grammatical construction, but not for meaning.							
The student is able to:							
• identify the following types of phrases: prepositional, appositive, participial, gerund, infinitive.							
• identify use of the phrases within the sentence context.							
• identify types of clauses: noun, adjective, and adverbial.							
• identify restrictive or non-restrictive adjective clauses and phrases.							
• identify elliptical clauses and distinguish them from phrases.							
The student values:							
• the ability to vary sentence structure by rearrangement of phrases and clauses.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) ______

Related Area(s) ______

State Goal ☐

District Goal ☐

Program Goal ☐

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
See Small Schools Language Arts Curriculum grades 4-6 and 7-8		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: LANGUAGE

	Page	Suggested Grade Placement	District Placement				
Usage			8	9	10	11	12
The student knows:							
. that formal standard English is the everyday language of educated speakers exercising precision in serious speaking or writing.		9-12					
. that informal standard English is the everyday language of educated people.							
. that substandard English is generally inappropriate.							
The student is able to:							
. use pronouns correctly: as a subject as an object as a predicate nominative as an appositive with subject agreement in reflexive situations	27						
. use adjectives correctly: in comparisons as predicate adjectives	29						
. use adverbs correctly: in comparisons as modifiers appropriate use of negatives	31						
. use verbs correctly in agreement with the subject in proper tense form	33						
. use prepositions correctly always use at the beginning of the phrase							
. use conjunctions in proper parallel construction.							
The student values:							
. the ability to use both formal and informal English in appropriate settings.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student is able to use pronouns correctly as an object; as a predicate nominative.

State Goal 1,8,10

District Goal

Program Goal 3,7,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Possible Resources

Title: Sam Houston
Group size: entire class
Materials: paper, pencil

Procedure(s):

- Have the students draw a line under the correct pronoun given in parentheses.

1. Joan and (we, us) learned that Sam moved to Texas.
2. It was (he, him) who had a trading post in this country.
3. It was (me, I) who knew that the Americans who lived in Texas wanted to be free from Mexico.
4. Joan told (us, we) that Sam's army defeated the Mexican Army.
5. (Her, She) and (I, me) discovered that Texas joined the Union in 1845.
6. Sam Houston worked hard for the state of Texas.
7. Wasn't it (he, him) who was the governor of Texas?
8. (He, Him) and (I,me) know that a city was named in honor of Sam Houston.

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Writing Continuum Handbook
Mukilteo School District No. 6

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

Title: Pronouns in Pairs
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Review with students;

  When you tell who does something, use the pronouns I, he, she, or they.

  After such words as told, give, heard, from, to, for, by or with the pronouns, use her, him, them, or me.

- Have students circle the correct pronouns given in parentheses.

NIAGARA FALLS

1. Jack and Gayle told (him, he) and (she, her) about their trip.
2. (Him, He) and (she, her) went to Niagara Falls last summer.
3. They showed (they, them) and (she, her) some pictures of the falls.
4. The pictures were taken by (him, he) and (she, her).
5. Jack told (she, her) and (I, me) that the falls are 160 feet high.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to use adjectives correctly.

State Goal	1,8,10
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Another Adjective
Group Size: entire class
Materials: worksheet

Procedure(s):

- Remind students that a proper adjective is formed from a proper noun. (It is always capitalized.)
- Write the following on overhead projector and discuss:

PROPER NOUN	PROPER ADJECTIVE
America	an American artist
Europe	the European way of life
Pacific	a Pacific salmon
China	Chinese cooking

- Copy the following paragraph on a worksheet and have the students list in order the proper adjectives with accompanying nouns, capitalizing each proper adjective correctly.

- Swiss cheese and danish pastry are among the choicest european foods. However, french cooking is the type of cooking I like best. It contains spicier sauces than american cooking but, the taste is perfect. asian food is interesting, too, and the chinese people are the real experts on the asian continent. Actually, you don't have to go to europe or asia to enjoy exotic foods. A seattle or san francisco resident can do just as well right in his/her own home town.

Suggested Monitoring Procedures

Possible Resources

Dawson, Mildred, et al, Language for Daily Use, Harcourt Brace Jovanovich, Inc., New York, 1973

District Resources

Suggested Activities: Grade(s) ______

Title: Capitalizing Proper Adjectives
Group Size: entire class
Materials: blackboard, chalk

Procedure(s):

- Review capitalization of proper adjectives during class discussion. (Adjectives derived from proper nouns [Roosevelt era, Parisian styles] are capitalized.)
- With student suggestions, list on the board proper adjectives with nouns.
  Example:
  Roman numerals, Swedish steel
- Put a list of ten nouns on the board that could have a proper adjective attached.
- Have students think of the proper adjectives and write them on the board with the appropriate nouns, capitalized correctly.

Variations:

- Have the students list products to be bought that show a proper adjective with the noun.
  Example:
  Ford cars, Mack trucks, Samsonite luggage
- Give students a list of places (about ten) such as: Seattle, Snohomish, Washington.
- Have them think of non-capitalized nouns to go with them.
  Example:
  Seattle streets, Snohomish schools, Washington rivers.

Suggested Monitoring Procedures

Proper spelling should be encouraged.

Be aware that students will tend to capitalize the noun. Check this.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) **The student is able to use adverbs correctly in comparisons; as modifiers.**

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Tom Swifties (Adverb Game)
Group Size: small group, entire class
Materials: list of "Swifties", chalkboard

Procedure(s):

- The technique of "Swifties" is to match an adverb with an action verb and thus form a self descriptive sentence. In the first example below, the adverb "lamely" relates to the action in the sentence.
- Start the game by writing on the board or having a worksheet of several examples of "Swifties".

Example(s):

"I broke my leg," said Tom lamely.
"Here comes the steamroller," said Tom flatly.
"My, aren't we sharp tonight," said Tom cuttingly.
"I'll dig something up for you," she said gravely.

- Try having the group make up some of their own orally following the examples.

Title: Recognizing Adverbs
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Have students enliven sentences through the use of adverbs.
- Correct student's oral responses.
- Have the students rewrite the following sentences adding appropriate effective adverbs or adverb phrases.

Example(s):

1. Sue (quickly) stepped into the store.
2. Dan dropped the ball (hurriedly).

Suggested Monitoring Procedures

Observe student reaction during the oral skills section. Collect and record results of the written assignments.

Possible Resources

Language Arts Curriculum Guide, Mukilteo School District, 1976, pages 7-17

District Resources

Suggested Activities: Grade(s) ______

3. The boat sailed (rapidly) across the lake.
4. The mat rolled (quickly) down the hill.
5. The outfielder threw the ball (to first base).

Title: How, When, Where
Group Size: small group, entire class
Materials: several pages of single paragraphs as well as short stories, worksheet

Procedure(s):
- Have students read a paragraph and underline the how, when, and where words.
- After students finish reading a paragraph, then ask specific questions relating to the use of adverbs.
- Write a paragraph omitting the adverbs and have students fill in as they read.

Suggested Monitoring Procedures

Check students' work.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to use verbs correctly in agreement with the subject.

State Goal 1,8,10

District Goal

Program Goal 3,7,8

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Suggested Monitoring Procedures

Possible Resources

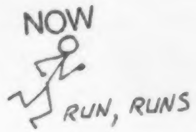
Title: Identifying Verb Forms

Group Size: entire class

Materials: overhead projector, prepared transparency, transparency pens optional: index cards (prepared)

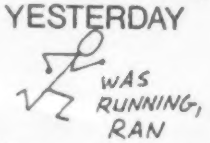
Procedure(s):

- Place a list of verbs on the board. They should be relevant to grade level.
- Review the fact that verb form depends on who does the action, and when it is done.
- Place prepared transparency on the overhead so that it projects the following:



Note: this illustrates present-singular. He runs, (he, she, it) or plain verb form (I), I run.

- Select a verb from the list and discuss its correct form as present-singular.
- Write the correct form in the space at bottom of transparency.
- Rearrange the overlays to project the following:



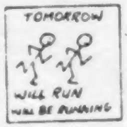
Note: ask, does the verb form apply now? Could it be different and still be correct?

- Leave the verb form the same as in present singular form. Example: run.

District Resources

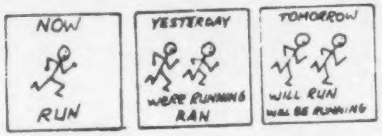
Suggested Activities: Grade(s) _______

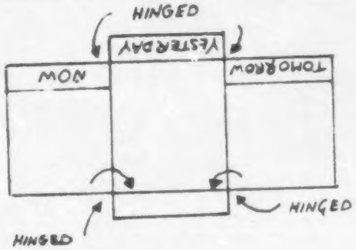
- Continue by rearranging overlays to project the following:


TOMORROW
WILL RUN
WILL BE RUNNING

Discuss need for helping verb when talking about future tense.

- Continue working with the same verb by changing overlay to project:


NOW
RUN
YESTERDAY
WERE RUNNING
RAN
TOMORROW
WILL RUN
WILL BE RUNNING


HINGED
YESTERDAY
NOW
TOMORROW
HINGED
HINGED

Note: as forms are discovered, they could be placed under headings on the chalkboard (plain, singular, plural, past, present participle, past participle, future)

Variation(s):

- Allow individuals to select a verb. The teacher arranges the overlays to a certain situation. The student must provide a correct verb form.
- Time categories (now, yesterday, tomorrow) could be written on index cards along with cards having plain verbs written on them. They could be placed face down in decks where individuals could select one from the time pile, who pile and verb pile. They could then say a correct verb form.

Suggested Monitoring Procedures

Possible Resources

District Resources

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: LANGUAGE

	Page	Suggested Grade Placement	District Placement				
Lexicography			8	9	10	11	12
The student knows:							
• that a dictionary records usage -- the words people actually use in characteristic situations.		9-12					
• dictionaries tend to have a conservative effect upon language change.							
• the origin of a word can be identified by its symbol in the dictionary.							
• specialized dictionaries include word usages in addition to word meaning.							
The student is able to:							
• use the dictionary as a reference.							
The student values:							
• that a dictionary is a record of words in use at a given time.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) __________

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) __________

Suggested Activities: Grade(s) ____	**Suggested Monitoring Procedures**	**Possible Resources**
See Small Schools Reading Curriculum grades 4-6 and 7-8		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

76

77

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: LANGUAGE

History of English

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that most European languages were derived from the Indo-European language and that these languages constitute a family of languages.	41	10-12					
. that because there are no surviving records of the Indo-European language, it has been reconstructed by the comparison of word forms and etymologies from various European languages.	41						
. that English is a member of the Germanic branch of the Indo-European family.	45						
. that the following events (outer history) affected the structure of the English language (inner history): (1) Germanic tribes settled Great Britain; (2) Danish settlement; (3) medieval church; (4) Norman settlement; (5) Chaucer's literature; (6) invention of the printing press; (7) the Renaissance; (8) expansion of the British Empire.	47						
. that many words were borrowed from other languages, particularly Greek, Latin and French.	49						
. that the language of our nation is greatly influenced by time, mobility, mass communication and technology.	57						
The student is able to:							
. recognize certain words by their spelling, punctuation, and/or meaning as being derived from a certain country or geographical location.	49						
The student values:							
. the diversity of the history of language.	51						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that most European languages were derived from the Indo-European language and that these languages constitute a family of languages.

B. The student knows that because there are no surviving records of the Indo-European language, it has been reconstructed by the comparison of word forms and etymologies from various European languages. C. The student knows that English is a member of the Germanic branch of the Indo-European family.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	6,9,10

Suggested Activities: Grade(s) 9-12

Title:
Group size: individual or pairs
Materials: dictionary for each single or pair

Procedure(s):

. In each of the following examples the second word is a double that came into English from another language. What difference, if any, is there in meaning or use?

A. English - French
1. ask - demand
2. stench - odor
3. luck - fortune
4. deep - profound
5. work - labor
6. forehead - front
7. shun - avoid
8. feed - nourish
9. game - venison
10. hide - conceal

B. English - Latin
1. population - populace
2. male - masculine
3. delight - delectation
4. appease - pacify
5. penance - penitence
6. obedience-obeisance
7. loyal - legal
8. fancy - fantasy

Suggested Monitoring Procedures

Give students a paragraph of words made up from the words in the activity. Have students substitute the double or vice-versa and determine if the sentence has as much clarity and if the meaning has changed.

Possible Resources

Dictionary
Thesaurus

District Resources

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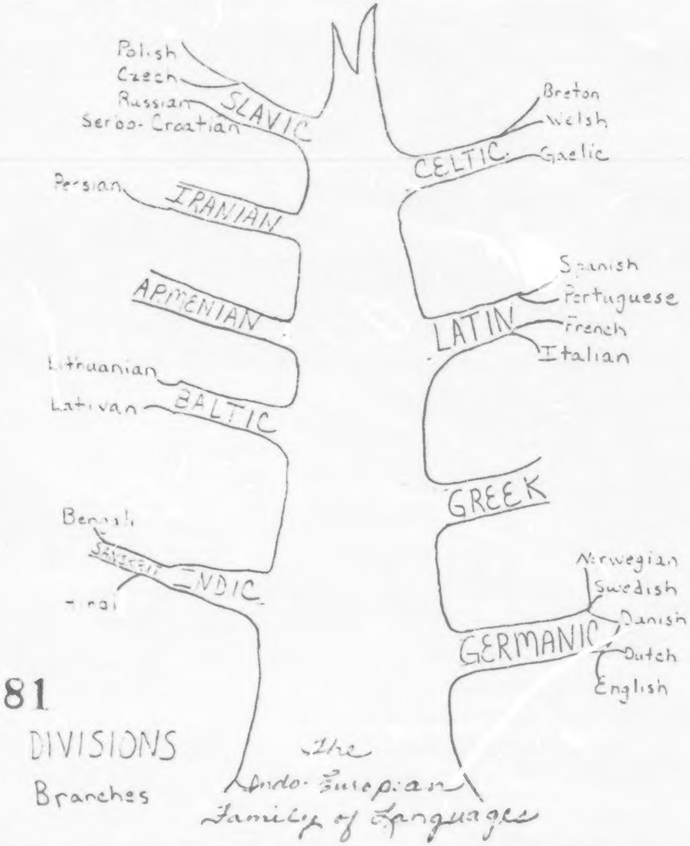
Suggested Activities: Grade(s) ________

Title:
Group size: individual or small group
Materials:

Procedure(s):

- Prepare a poster similar to the one on the next page and present the history of the English language to the entire class.
- Have students choose one branch of the Indo-European family of languages to research.
- Have students present their information on the branch to the class.
- Have students prepare a poster depicting the country or lifestyle using the words of the branch they research.


Polish
Czech
Russian
Serbo-Croatian
SLAVIC
Persian
IRANIAN
ARMENIAN
Lithuanian
Lativan
BALTIC
Bengali
SANSKRIT
Hindi
INDIC
Breton
Welsh
Gaelic
CELTIC
Spanish
Portuguese
French
Italian
LATIN
GREEK
Norwegian
Swedish
Danish
Dutch
English
GERMANIC
DIVISIONS
Branches
The Indo-European Family of Languages

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows that most European languages were derived from the Indo-European language and that these languages constitute a family of languages. B. The student knows that because there are no surviving records of the Indo-European language, it has been reconstructed by the comparison of word forms and etymologies from various European languages. C. The student knows that English is a member of the Germanic branch of the Indo-European family.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	6,9,10

Suggested Activities: Grade(s) 10 - 12

Title:
Group size: individual or pair
Materials: college dictionary for each or pair

Procedure(s):

- After each of the following words, write the name of the language from which it came into English.
Write down all the information found about the original meaning of the word or about the historical circumstances or cultural contacts that brought it into our language.

1. alphabet
2. bamboo
3. banana
4. buccaneer
5. budget
6. caravan
7. clan
8. coffee
9. coolie
10. czar
11. etiquette
12. fetish
13. matinee
14. patio
15. pundit
16. shibboleth
17. ski
18. sloop
19. soviet
20. trek

Suggested Monitoring Procedures

Check to see that students understand how the dictionary identifies etymology and how to use the special keys of the dictionary they are using.

Possible Resources

college dictionaries

District Resources

Suggested Activities: Grade(s) ______

Title:
Group size: individual or pair
Materials: college dictionary for each pair

Procedure(s):

- Check the dictionary for the original meaning of the following terms from Greek and Roman history and literature. How does the origin of the word help explain its current meaning?

  apotheosis
  barbarian
  candidate
  forum
  laconic
  spartan
  lethargic
  mentor
  ostracize
  panic
  patrician
  plebian

Title:
Group size: individual or pair
Materials: college dictionary, worksheet

Procedure(s):

- Have student use the dictionary to find connections between the following sets of words:
  1. hound, canine, cynicism
  2. hearty, cordial, cardiac
  3. hundred, centenary, hecatomb
  4. four, quadrangle, tetralogy
  5. father, patrician, patriot
  6. bearing, transfer, metaphor
  7. foot, pedestrian, tripod
  8. wheel, cultivate, cycle
  9. tooth, dentist, orthodontics
  10. five, quintuplets, pentagon

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that most European languages were derived from the Indo-European language and that these languages constitute a family of languages.

B. The student knows that because there are no surviving records of the Indo-European language, it has been reconstructed by the comparison of word forms and etymologies from various European languages. C. The student knows that English is a member of the Germanic branch of the Indo-European family.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	6,9,10

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Possible Resources

District Resources

Title:
Group size: entire class or small groups
Materials: dictionaries, worksheets.

Procedure(s):

- In each of the following sets of three, the first word is from Old English, the second from French, and the third from Latin. What are the differences in meaning in use? Check the dictionary to discover the etymology of each word.
  1. deem - judge - adjudicate
  2. folk - people - population
  3. follow - people - population
  4. hallowed - sacred - consecrated
  5. evil - malign - malignant
  6. evildoer - malfeasance - falefactor
  7. want - poverty - pauperism
  8. leaf - foil - folio
  9. reckon - count - compute
  10. draw out - portray - protract

Title:
Group size: individual or pairs
Materials: German dictionary

Procedure(s):

- Using a German-English dictionary, find the German word for several of the following:

do
tongue
bread
night
plow
thick
dance
plum
apple
thin
sing
cold
ice
cow
foot

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 10-12

Student Learning Objective(s) A. The student knows that the following events (outer history) affected the structure of the English language (inner history): (1) Germanic tribes settled Great Britain; (2) Danish settlement; (3) medieval church; (4) Norman settlement; (5) Chaucer's literature; (6) invention of the printing press; (7) the Renaissance; (8) expansion of the British Empire. B. The student knows that many words were borrowed from other languages, particularly Greek, Latin and French. C. The student is able to recognize certain words by their spelling, punctuation, and/or meaning as being derived from a certain country or geographical location.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	6,9,10

Suggested Activities. Grade(s) 9-12

Title: Word History and Diversity
Group Size: entire class or small group
Materials: chalkboard/worksheet/overhead

Procedure(s):

- Students in groups, list synonyms for as many different words as the number of members of the group. Use Roget's Thesaurus for additional ideas if the group falters.
- Each student looks up the ethnic or historical origin of all the synonyms in any one list.
- Tally up the country of origin for all lists and analyze most common routes for entry of new words into English. Relate to history (outer).
- Analyze groups in relation to the most commonly used words and their origin, most sophisticated and their origin, etc.

Suggested Monitoring Procedures

Check to see if students know how to use a dictionary and/or Thesaurus correctly to look up origin of words.

Possible Resources

Roget's Thesaurus
Dictionaries

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that many words were borrowed from other languages, particularly Greek, Latin and French. B. The student is able to recognize certain words by their spelling, punctuation, and/or meaning as being derived from a certain country or geographical location.

State Goal	1,6
District Goal	
Program Goal	6,9,10

Related Area(s) Language: Lexicography

Suggested Activities: Grade(s) 9-10

Title: Form a Word
Group Size: individual
Materials:
Procedure(s):

- Teacher prepares a list of Greek and Latin prefixes, roots, and suffixes.
- Students, using word parts, form words.
- Students write their "word", the parts used and meaning of each and a paraphrased dictionary definition.

Title:
Group size: entire class
Materials: chalkboard, worksheet, dictionaries
Procedure(s):

- Have students brainstorm words that are common in their vocabulary and in their environment e. g. table, desks, pencils, pens, chairs, school, gym, lab, cafe, automobile, store, shoes, dress, shirt, pants, skirt)
- Have students use dictionaries to determine the origins of the words (country, geographical location).
- Give students a worksheet of words and have them look up the origins of the words and label them as to the country.

boutique - French
cafe - French
meander - Latin
Morbid - Latin
polyglot - Greek
plankton - Greek

Suggested Monitoring Procedures

Teacher checks validity of words.

Check students as to their knowledge of how the dictionary labels and marks words as to the derivation and etymology.

Possible Resources

Potter, R.R., English Everywhere: Meaning, Media, and You, Globe Book Co., N.Y., 1971.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that many words were borrowed from other languages, particularly Greek, Latin and French. B. The student is able to recognize certain words by their spelling, punctuation and/or meaning as being derived from a certain country or geographical location. C. The student values the diversity of the history of language.

Related Area(s)

State Goal	1,5,6
District Goal	
Program Goal	1,6,9

Suggested Activities: Grade(s) 9-12

Title:	History of Words
Group Size:	entire class
Materials:	pictures of historical places: Tower of London, rivers with American Indian, French, Spanish names; canyons, arroyos, mesas

Procedure(s):

- Show pictures of historical places and ask students to help make a list on the chalkboard of words that originated from them, i.e., riverboat, portage, canoe.
- Show pictures of sports with historical origin - (LaCrosse), and initiate a discussion concerning their origin and their eventual name: LaCrosse - French named but Indian origin.
- Show pictures of areas that have historical or foreign language names: canyons, arroyos, battlefields, mesas, and discuss.
- Read selected portions of the Bible, and have students attempt to find changes in words from 1600's to the present. This can also be accomplished with selected readings from Shakespeare.

Example:

Shakespeare - Merchant of Venice - Mercy Speech
Julius Caesar - conversation before Caesar's assassination and immediately following

Bible -Matthew 5 (Beatitudes)

Suggested Monitoring Procedures

The teacher might ask several students to bring their current history or social studies books.

Possible Resources

Bible

World of Vocabulary, Reuich, Clements Learning Trends Globe pages 27 - 37

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that many words were borrowed from other languages, particularly Greek, Latin and French. B. The student is able to recognize certain words by their spelling, punctuation and/or meaning as being derived from a certain country or geographical location. C. The student values the diversity of the history of language.

Related Area(s)

State Goal	1,5,6
District Goal	
Program Goal	1,6,9

Suggested Activities: Grade(s) 9 - 12

Title: History of Verbal Language
Group Size: entire class
Materials: current district history, social studies, and science books

Procedure(s):

- The teacher can assign areas from the books listed in possible resources to the students. Have them find verbs that originated from the particular area of their reading.
- Have various groups put their words on the chalkboard and let the other students discuss their possible meanings and origins.
  Examples: history, gerrymandering; science, osmosis
- Give various dictionaries to the groups. The librarian can probably help procure some outdated ones. Give the same word to all groups, and have each group find the definition of the word in their particular dictionary. Have groups compare definitions to see if they have changed over the years.
- Prepare a list of proper names such as Pasteur, Galvani, and ask the students to give a verb made from each name..
  Examples:
  Pasteur - pasteurized milk
  Galvani - galvanized metal
  Macadam - macadam the road
  Ford - ford the river
  Gamble - gamble on horses, cards, etc.
  Gov. Gerry - gerrymandering

Suggested Monitoring Procedures

The teacher must preread the assigned materials to insure its relevancy and actively help in its selection.
A student monitor will be appointed from each group to recognize correct and incorrect answers.

A spokesman for each group must be appointed or elected.

Possible Resources

World of Vocabulary
Rauch, Clements
Learning Trends Globe Book
pages 45 - 67

Flying Free
Wachbar
McGraw Hill
Book 2, page 276

Unabridged Dictionaries

Purple Sand
Wachbar
McGraw Hill Webster Division
pages 243-281

They Gave Their Names
Richard Boning
Barnell Loft

Suggested Activities: Grade(s) _______

Title: First and Surnames
Group Size: entire class
Materials: transparencies or chalkboard

Procedure(s):

- Either on transparencies or on chalkboard, make separate lists of the students' first and surnames. Ask the students if they know the meanings of their names. Gary, Debbie, Cindy, and other abbreviated names should be amplified to derivations. Students with foreign names can perhaps learn the English counterpart or the entire meaning from their parents.
- The teacher can show the students how surnames were made, and then put the root names such as; smith or mason on the board and have students make names from them.

Example: Mason - stonemason, brickmason
Smith - working in a shop forging metals

- Ancient literature such as the Bible and the Koran often have examples where the origin of the name is given in the writing. With encouragement, students may be able to give some of these.
- Robin Hood and Shakespeare's plays often supply an interesting source of the origin of names.

Title: Contemporary Slang Terms
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Have the students suggest slang words and list them on the chalkboard.
- Have them write colorful sentences using the slang words.
- Teacher can suggest slang words of his/her (or another) generation, and have students guess their meaning.
- A discussion can be initiated by the teacher with the students on the proper use of slang words.

Suggested Monitoring Procedures

Teacher should make sure no student is teased or ridiculed about his/her name(s).

Possible Resources

They Gave Their Names
The Romance of Names
Your Surname, Sir
First Names First
all by Richard Boning
Barnell Loft

Pattern of Language (Teacher's Edition) Martin and Olson
American Book pages 18-21

Bible

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that many words were borrowed from other languages, particularly Greek, Latin and French. B. The student is able to recognize certain words by their spelling, punctuation and/or meaning as being derived from a certain country or geographical location. C. The student values the diversity of the history of language.

State Goal	1,5,6
District Goal	
Program Goal	1,6,9

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Subordinator/Subordinatee
Group Size: pairs, small groups (2 teams)
Materials: index cards, worksheet

Procedure(s):

- Write a subordinate word on each card.
  Examples: because, although, since, after, while, hence.
- Divide students into two teams or pairs.
- Have one team/pair write a statement about any subject.
  Examples: Bobby is making soup,
  Sally baked cookies.
- The other team/pair then selects a card and using the subordinator given on the card, completes the statement without hearing what the statement is.
  Examples: hence there is no sun.
  since mother has a broken arm.
- Both statements are than read in sequence and incongruities are enjoyed and discussed.
  Example: Bobby is making soup, hence there is no sun.
  Sally baked cookies, since mother has a broken arm.
- Each student writes three facts they have learned about subordination: i.e., the two parts of the sentence must be related, one must depend on the other.

Suggested Monitoring Procedures

Teacher guide exercise and solve problems through class discussion.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Variation:

- Prepare worksheet for students on which: 1) ten first parts of sentences are listed with a subordinator. Students must complete second part of sentence, i.e., Sally baked cookies, because ______________________________.
  2) ten second parts of sentences are listed with subordinator. Students complete first part, i.e., ____________________, because I was hungry.
  3) ten subordinators only are listed. Students write a complete sentence for each.

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District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that many words were borrowed from other languages, particularly Greek, Latin and French. B. The student is able to recognize certain words by their spelling, punctuation and/or meaning as being derived from a certain country or geographical location. C. The student values the diversity of the history of language.

Related Area(s)

State Goal	1,5,6
District Goal	
Program Goal	1,6,9

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
		Websters Unabridged Dictionary

Title: Origin of Words
Group Size: entire class
Materials: literature books, current periodicals

Procedure(s):

- During class discussion elicit from students their ideas of new words in our language. These can be found in current media, television, magazines, newspapers. List them on the chalkboard.
- Break the words down and especially note prefixes and suffixes (naut- good suffix to note, while super and sub are good prefixes to note).
- Ask students if they know any words that might come from a foreign language spoken at home. Attempt to make a list of these words on the chalkboard. Students can ask about family origins if foreign language is not spoken in home.
- Assign students lists of words to look up in an unabridged dictionary (that gives their origin), and then give a short report about the word's origin. (Teacher should be sure listed words have an ethnic origin).

Examples:
drawbridge
footbridge
dreadnought
autobahn
cul-de-sac

District Resources

Suggested Activities: Grade(s) ______

Title: What Do You Say?
Group Size: entire class
Materials: worksheet list of words that vary in certain sections of the country

Procedure(s):

- Give the following to students. Tell them to read the words, and if they can, write the most common term we use.

Example(s):

Words (Given)	Student Responses
submarine sandwich	hoagy, hero, poorboy, grinder
swamp	moor, marsh, bog
chest of drawers	bureau, dresser
couch	chesterfield, davenport, sofa, settee
pop	soda, bubbly, tonic

- Students may be asked to use the words presented either as sentences or paragraphs.

Suggested Monitoring Procedures

Teacher initiate class discussion about regional differences of word usage.

Possible Resources

District Resources

Suggested Objective Placement 10-12

Student Learning Objective(s) The student knows that the language of our nation is greatly influenced by time, mobility, mass communication and technology.

State Goal 1,6

District Goal

Program Goal 6,9,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: English and its history
Group size: entire class
Materials: list of proverbs

Procedure(s):

- Use the following "old fashioned proverbs" as an introduction to the idea of constant gradual change. The way we live changes over the years and so does our language. What changes in our culture make each of the following proverbs seem old fashioned or out-of-date?

  "Don't change horses in midstream"
  "A woman's place is in the home"
  "Children should be seen and not heard"
  "Spare the rod and spoil the child"
  "Neither a borrower nor a lender be"
  "Little strokes fell big oaks"
  "A stitch in time saves nine"
  "Don't put all your eggs in one basket"

  With some of these, prevailing attitudes have changed. With others, the way we do things has changed. (For instance, we don't carry eggs to market in a "basket".)

Suggested Monitoring Procedures

Encourage all student responses, especially if students can come up with some of their own.

Possible Resources

Hans P. Guth, American English Today. McGraw Hill, New York, N.Y. 1977.

District Resources

Suggested Activities: Grade(s) ______

Title:
Group size: groups or entire class
Materials: newspapers, worksheet

Procedure(s):

- Discussion: To understand what goes on in our society, the voter has to be able to follow what's written in newspapers and magazines and understand comments on television and radio. To understand how big a vocabulary you need to understand list the following words on board:

authoritarian
junta
hierarchy
coup
coercion
utopia
elitist
genocide
tokenism
chauvinism
despotic
anarchist
detente

- Have students write words and try to write one sentence definitions of each.
- Go over words orally and show how our language has added these words to explain our society.
- Discussion: modern technology, science, and advertising constantly need new words for new things. Often they take an old word and give it new meaning.
- Write following words on board.

minisub
flashcube
holding pattern
helipad
input
videotape
cyborg
hardware
hydrofoil
feed back
multimedia
splashdown
cyclotron
closed circuit
voice-over

- Students write words with one sentence definition.
- Discuss how words were created to fill a need or a definition change to do the same.

Suggested Monitoring Procedures

Suggested Resources

Hans P. Guth, American English Today, McGraw Hill. New York N.Y. 1977

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 10-12

Student Learning Objective(s) A. The student knows that the language of our nation is greatly influenced by time, mobility, mass communication and technology. B. The student is able to recognize certain words by their spelling, punctuation, and/or meaning as being derived from a certain country or geographical location. C. The student values the diversity of the history of language.

State Goal	1,6
District Goal	
Program Goal	6,9,10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Words Have A History
Group size: entire class
Materials: list of words and origins

Procedure(s):

- The following words and original definitions are written on board with explanation: Each of the following words is listed with an original meaning that goes back into the dim past. Can you speculate how in the course of its history the word acquired its present meaning?

dilapidated	"with stones falling out"
crucial	"taking us to the crossroads."
calculate	"lining up pebbles"
eradicate	"root out"
sinister	"left-handed"
dextrous	"done with the right hand"
republic	"matter of common concern"
marshal	"in charge of horses"
quarantine	"forty days"
scruple	"small, sharp stone"

Have students give examples of how modern technology has affected language.

Suggested Monitoring Procedures

Possible Resources

Hans P. Guth, American English Today, McGraw Hill, New York, NY, 1977

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

BIBLIOGRAPHY

Baugh, Albert C., History of the English Language, Appleton-Century, New York.
(Advanced; has a detailed treatment of historical background.)

Fraenkel, Gerd, What Is Language? Ginn and Co., New York.
(for high school; has informative chapters followed by exercises.)

Jesperson, Otto, Growth and Structure of the English Language, Anchor, Doubleday, New York.
(technical, but interesting.)

Laird, Helen and Charlton, The Tree of Language, World, New York.
(simple, highly readable introduction.)

Lambert, Eloise, Our Language: The Story of the Words We Use, Lothrop, Lee & Shepherd, New York.
(very informative, appealing.)

Pei, Mario, The Many Hues of English, Knopf, New York.
(a collection of essays dealing with such topics as dialects, changing words, and the future of language.)

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: LANGUAGE

Nature of Language

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
• that language changes in its usage, pronunciation and vocabulary.	67	10-12					
• meanings of words change more rapidly than pronunciation and usage.	67						
• interacting speech communities influence language change, e.g., black, Hispanic, southern, regional.	69						
• words are often borrowed from other languages to fill a need in a native language (e.g., Yule).	71						
• words are sometimes borrowed from other languages merely for prestige value.	73						
• scientific words often retain Latin or Greek origins to insure clarity.	75						
• compounding (e.g., buttercup from butter and cup) is a major method of creating new words.	77						
• compounding creates a new semantic unit: something different from the sum of the meanings of two words.	67						
• political, economic and military events and trends influence the history of languages.							
• that vocabulary changes -- new words are added and old ones dropped in response to human needs in a culture.							
• coined expressions evolved through folklore, mores, Bible, history.	81						
• each child learns an individual language because of the influence of parents and peers.	69						
The student values:							
• an expanded vocabulary for precise expression and better communication.							

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows that language changes in its usage, pronunciation and vocabulary. B. The student knows meanings of words change more rapidly than pronunciation and usage. C. The student knows compounding creates a new semantic unit: something different from the sum of the meanings of two words.

Related Area(s)

State Goal	1,6
District Goal	
Program Goal	6,9,10

Suggested Activities: Grade(s) 10 - 12

Title: What's in a Name
Group size: entire class
Materials: chalkboard, dictionaries

Procedure(s):

- Many last names have a story behind them and an examination of the last names of students in the class can help engender interest in word origins. Have students list last names of class members on the board for an analysis of origins. (Many names are obvious, such as: carpenter, boardman, smith, etc.)
- Students can use their imagination for possible explanation of more obscure names. Students with non-English surnames might try asking parents for knows origin.
- Discussion can introduce the concept of the necessity to name things, to differentiate one thing from another and the development of language and words as concepts.

Suggested Monitoring Procedures

Possible Resources

Family Bibles
Dictionaries
Parents

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows that interacting speech communities influence language change, e.g, black, Hispanic, southern, regional. B. The student knows each child learns an individual language because of the influence of parents and peers.

State Goal	1, 6
District Goal	
Program Goal	6,9,10

Related Area(s)

Suggested Activities: Grade(s) 10 - 12

Title: People say Things in Different Ways
Group size: class
Materials: list of language variations worksheet

Procedure(s):

- Hand out a worksheet with a list of words or expressions from various ethnic groups and regions, for example:

South
1.) It's hot. I'd like a tonic to cool me off.
2.) Mother made some grits and black-eyed peas for breakfast

New York
1.) cruller = doughnut (Dutch)
2.) kosher = jewishly legal (jewish)
3.) spaghetti - pasta (Italian)

South
1.) yall
2.) ice pebble - hailstone

Black: man (as in yah man)
Afro
soul food

Hispanic: tacos
enchilada
aroyo
plaza
rodeo

Indian: Kansas
Oklahoma
Texas
Snoqualamie

Suggested Monitoring Procedures

Caution students that the examples used are not critical of any group but reflect geographical and historical backgrounds of people.

Possible Resources

parents
dictionary

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows words are often borrowed from other languages to fill a need in a native language (e.g., Yule).

State Goal	1,6
District Goal	
Program Goal	6,9,10

Related Area(s)

Suggested Activities: Grade(s) 10 - 12

Title: Words and Culture
Group size: class
Materials: list of words and origins

Procedure(s):

- Discuss with the class that English, like most European languages derives from a common Indo-European parent language. English, German, Russian, like Latin and Greek go back to this Original language. Groups spread out, developed their own languages which were again dispersed.
- Besides these common language roots, English also takes words from French, Dutch, Spanish, Hindi, Hebrew, Norwegian, etc.
- Hand out the following list of words with etymologies:

alphabet	Greek
bamboo	Dutch or Portuguese
banana	Spanish or Portuguese
bucaneer	French
budget	French
caravan	Italian
clan	Gaelic
coffee	French
coolie	Hindi
czar	Russian
shibboleth	Hebrew
ski	Norwegian

- Discuss the changes of the word from the original (if possible).
- Give students a chart to fill out using dictionaries.

(over)

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Example:

word	etymology	definition	part of speech	synonyms
maharaja pentagon castle terror pork mutter loch disciple donna mercury coyote soviet lasagna				

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Suggested Monitoring Procedures

Possible Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows that words are sometimes borrowed from other languages merely for prestige value.

State Goal	1, 6
District Goal	
Program Goal	6,9,10

Related Area(s)

Suggested Activities: Grade(s) 11-12	Suggested Monitoring Procedures	Possible Resources
Title: Snob Appeal **Group Size:** entire class **Materials:** none needed **Procedure(s):** . Discuss with the class words used from other languages to impress people: **Example:** non-sequeteur copacetic perrier water ennui hors d'oeurves protege . Ask students to identify situations in which it might be appropriate to use vocabulary words to impress others.		Thesaurus dictionaries selected magazines **District Resources**

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows scientific words often retain Latin or Greek origins to insure clarity.

State Goal	1, 6
District Goal	
Program Goal	6,9,10

Related Area(s)

Suggested Activities: Grade(s) 10 - 12

Suggested Monitoring Procedures

Possible Resources

Title: Find a Phobia
Materials: list of words
Group size: class

Procedure(s):

- Explain that Latin and Greek words are kept in science so that no matter what country or language they will understand the scientific terms.
- List some of them on the board, for example:

Acro	- heights	nycto	- night
Claustro	- closed in	ochlo	- crowd
hemo	- blood	patho	- disease
mono	- one	pyro	- fire
miso	- hate	zoo	- animals
hydro	- water		

- Combine with phobia, ology-study of, mania-madness, philia-love.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) The student knows that compounding (e. g., buttercup from butter and cup) is a major method of creating new words.

State Goal 1, 6

District Goal

Program Goal 6,9,10

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Join Us
Group size: entire class
Materials: list

Procedure(s):

- Explain that compounding means putting two complete words together to form another word.
- Write a list of words on the board and have students combine words to make their own list:

break
high
drive
count
fast
black
sore
brow
pot
ache
down
out
wife

hike
in
head
house
sun
star
see
rise
shine
light
saw
hitch
line

Suggested Monitoring Procedures

Encourage students to come up with as many combinations as possible perhaps rewarding the highest two with an extra credit grade.

Possible Resources

dictionaries
Thesaurus

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows political, economic and military events and trends influence the history of languages.

State Goal 1,6

District Goal

Program Goal 6,9,10

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Vocabulary is Shaped

Group size: entire class

Materials: none

Procedure(s):

- Discuss how political, economic and military events effect language in two ways
  (1). the philosophy that is prevalent in the society determines what language will be used.

For example:

political - communism has a different vocabulary than democracy does. Also since communism is primarily associated with specific countries we would adopt vocabulary words from that country, if influenced by communism.

e. g.	authority	parliament
	covenant	supreme soviet
	impeach	unicameral

economic - industrialization brought many new words into focus such as factory - plus economic beliefs (e. g. free enterprise, capitalism, laissez-faire,).

military - as a people are conquered militarily, their language may be changed (e. g. when the Normans conquered Anglo/Saxon Britain the English added a tremendous number of French words) Many military words are added to the vocabulary: (e. g. calvery, martinet, battalion blitzkrieg).

Suggested Monitoring Procedures

Draw out as many student examples as possible and list on board.

Possible Resources

history texts
dictionaries

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Words from names

Group size: entire class

Materials:

Procedure(s):

- Compile a list of words derived from people's names. Have students research history of words, e. g.:

Autoine Sax	saxophone
Jean Nicot	nicotine
Earl of Sandwich	sandwich
Franz Mexoner	mesmerize
Samuel A. Maverick	Maverick
Nicholas Chauvin	chauvinist
Amelia Jenks Bloomer	bloomer
Joseph Guillotine	guillotine
Luigi Galvani	galvanize
Louis Pasteur	pasteurize

- Compile list of words derived from place names and have students research the history of the words, e. g.,

  cashmere
  romance
  afghan
  meander
  Caucasian
  marathon
  laconic
  pekingese
  spartan
  suede
  milliner
  frankfurter

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows coined expressions evolved through folklore, mores, Bible, history.

State Goal	1,6
District Goal	
Program Goal	6,9,10

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Thereby Hangs a Tale
Group size:
Materials:
Procedure(s):

- Prime students with a few examples of word histories for common words and expressions. e.g. "Mad as a Hatter", from the lead and chemical poison once suffered as an occupational hazard by workers in the hat industry. Or "hitchhike" from a practice of several people sharing one horse on a journey and taking turns riding a mile then hitching the horse and hiking on. The following traveler would hike to the horse, ride ahead, hitch and hike, etc.
- Have available in the room or school library, several books on word origins and have students start a collection of such word and expression histories for words they currently use.

Suggested Monitoring Procedures

Possible Resources

Horsefeathers, A Hog on Ice
Thereby Hangs a Tale.
Three books on word origins by Charles E. Funk, Warner Paperback Library, 1950.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: MECHANICS

Capitalization (Skills Review)

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. See K-8 objectives for using capital letters.		9-12					
The student is able to:							
. use capital letters when writing:							
. the first word in a line of traditional poetry, e.g., Our fears in Banquo Stick deep: and in his royalty of nature Reigns that which would be feared. Shakespeare							
. the first word in a sentence of direct quotations, e.g., She asked, "May I assist you?"							
. proper adjectives, e.g., Roman customs, Belgian hare.							
. proper nouns.							
. the first word of a sentence.							
. titles.							
The student values:							
. proper usage of written conventions for communication.							
. the necessity of punctuation for clarity in communication.							

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) ____________________

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) ____________________

Suggested Activities: Grade(s) _____	**Suggested Monitoring Procedures**	**Possible Resources**
See Small Schools Language Arts Curriculum grades 4-6 and 7-8		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: MECHANICS

Punctuation

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
See K-8 objectives for punctuation.		9-12					
The student is able to:							
• use commas to punctuate: · words, phrases and clauses in a series. · addresses, dates and letters. · introductory elements. · coordinating conjunctions in a compound sentence. · interrupting elements: parenthetical expressions, · nonrestrictive phrases and clauses, appositives. · direct quotations.							
• use apostrophes to punctuate: . plurals of symbols. . contractions. . possessives (both singular and plural).							
• use single and double quotation marks to punctuate: . titles of short stories, articles, songs, poems. . excerpts quoted directly from resources. . dialogue.							
• use end marks appropriately.							
• use hyphens to punctuate: . compound numbers. . words divided at the end of a line. . compound words, e.g., brother-in-law.							
• use semi-colons between parts of a compound sentence and in a series.							
• use colons before a list, in a business letter, in time notation, before a long, formal quotation, Bible reference.							
• use underlining for titles, for emphasis.							
• use the dash in a break of thought.							
• use parenthesis to enclose words which are added to a sentence but are not considered of major importance.							
• brackets to enclose parenthesis within parenthesis.							
• write words in which the singular possessive is formed by adding 's.							
• write words in which the plural possessive is formed by adding 's, and words in which the plural possessive is s'.							
• write possessives showing joint ownership.							

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s)

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
See Small School Language Arts Curriculum grades 4-6 and 7-8		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: MECHANICS

Spelling

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. correct spelling aids communication.		9-12					
. an individual card file of frequently used words in a handy reference.							
. that short practice periods on spelling in the beginning followed by intermittent practice periods will aid retention.							
. that dictionaries are the most comprehensive and authoritative source for correct spelling.							
The student is able to:							
. proofread his/her own writing for spelling errors.							
. use dictionaries to help spell words correctly.							
The student values:							
. spelling words correctly in written work.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) ____________________

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ____________________

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Planning/Preparation: Purpose/Audience	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
• writing can be a means of discovery of personal feelings, beliefs, and values.		9-12					
• the choice of subject is basic to the value of the finished composition for the audience and the writer.							
• that differing purposes shape the content and language of a composition.							
• all parts of a composition should contribute to the achievement of its purpose.							
• different demands on writing are created by the characteristics of different audiences (age, interest, points of view, attitude).							
The student is able to:							
• observe experiences and objects accurately and note details.							
• recognize ideas, experiences and topics that would be of interest and value to others.							
• narrow general subjects to workable topics or themes.							
• use memory to recall accurate details.							
• turn experiences and ideas into effective language.							
• use imagination to create interesting details.							
• choose appropriate point of view (1st or 3rd person).							
• analyze an audience to determine the most effective content and language with which to achieve his/her purpose.							
• write effectively for a variety of audiences by varying language and content.							
The student values:							
• sharing ideas and experiences through writing.							
• writing which is clearly focused on a dominant purpose.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s)

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s)

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Planning/Preparation: Structure/Style

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that structure is the organizational plan of a total work.		9-12					
. the uses of general structural patterns, e.g., generalization--support; comparison--contrast; inductive--deductive.							
. style is based on individuality of word choices, sentence patterns, and point of view.							
The student is able to:							
. organize work in a logical sequence.							
. use structural patterns effectively.							
. create effective opening statements.							
. create effective conclusions.							
. write smooth transitions.							
. provide relevant details.							
. choose the most effective words to suit a variety of purposes and audiences.							
. write using a variety of sentence patterns.							
The student values:							
. the need for an organizational structure in writing to aid the reader in clearly following the content.							
. the contribution of individual style to the writing and reading experience.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) ____

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) ____

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
No activities have been written for these objectives. Additional activities may be developed during the pilot phase of the project.		
		District Resources

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Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

	Page	Suggested Grade Placement	District Placement				
Writing/Revising: Outlining/Notetaking/Drafting			8	9	10	11	12
The student knows:							
• notetaking is an important tool used to record the major ideas from a speech, written word or piece of research.	105	9-12					
• ways that a speaker or writer signals important ideas and examples.							
• an outline is an aid to organizing and presenting a topic.	111						
• a draft is not a finished paper.							
The student is able to:							
• take detailed notes on a given topic which accurately represent the content.	115						
• recognize pertinent information and omit non-pertinent details.	113						
• take notes from reading and lectures using mnemonic devices appropriate to the content and purpose.	109						
• use direct quotations, paraphrasing and summary in taking notes.	117						
• write a topic or sentence outline to be used in the development of a paper.	111						
The student values:							
• the need to take notes and outline.	105						
• the drafting process as an aid to developing effective writing.							
• the drafting process as a means of exploring ideas and feelings.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows notetaking is an important tool used to record the major ideas from a speech, written word or piece of research. B. The student values the need to take notes and outline.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9-12

Title: Listen for Ideas
Group size: whole class, individual
Materials: prepared speech, pencils, pens, paper, chalkboard, overhead projector

Procedure(s):

- Present a lecture to the class on a topic of your choice. The suggestions might include preparing an original speech, a magazine article, or use a famous speech, etc.
- Instruct the class to listen for the major ideas and to write them down as they are read.
- Then discuss major ideas with the class and write an outline on the board.

Suggested Monitoring Procedures

Observe to see that students are listening; check to see that they are taking notes; lead class discussion; use the chalkboard or overhead projector.

Possible Resources

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows notetaking is an important tool used to record the major ideas from a speech, written word or piece of research. B. The student values the need to take notes and outline.

State Goal	1,9
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: The Importance of Notes
Group size: whole class, individual
Materials: two dittoes with two different paragraphs of information, pencils or pens

Procedure(s):

- Provide the students with a ditto containing a paragraph of information: it could be a story, a piece of textual material, a magazine article, etc.
- Have students read the article, taking no notes.
- After the students have finished reading, give them a quiz that includes approximately 5 to 10 questions.
- Then have the students read the second selection, allowing them to take notes. Students will then take a second quiz, using their notes. Both quizzes will be corrected and class discussion will follow, asking these questions -
  1. Which test was easier?
  2. Which test received the higher score?
  3. Which test did you feel better about while taking?
  4. When were you most comfortable?
  5. Why did you feel as you did?

Note: Make sure students understand that these tests won't be graded in the sense that the answers to the questions are important, but that their feelings while taking them are important to what they are learning.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows notetaking is an important tool used to record the major ideas from a speech, written word or piece of research. B. The student is able to take notes from reading and lectures using mnemonic devices appropriate to the content and purpose.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Mnemonic Writing
Group size: entire class, individual
Materials: pen, paper

Procedure(s):

- Review with class about mnemonic devices (a memory device such as "I before E except after C, drawings to symbolize words) then explain that they can use short cuts in taking notes by creating symbols for commonly used phrases.

  Examples:

#	number
=	equals
.·.	therefore
w./	with
w/o	without
+	plus, in addition
ppl	people

- Have the class individually think up five common words and have them make a mnemonic device for them. Share them with the class.
- Lecture or pass out to the class, a passage, instructing them to take notes, using at least two mnemonic devices.

Suggested Monitoring Procedures

Lead a class discussion, collect papers checking use of mnemonic devices when taking notes.

Teacher will lecture, correct papers, and comment.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources
193		194

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an outline is an aid to organizing and presenting a topic. B. The student is able to write a topic or sentence outline to be used in the development of a paper.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s) The Research Paper

Suggested Activities: Grade(s) 9-12

Title: Order in the Report
Group size: individual, entire class
Materials: student note cards

Procedure(s):

- Have students bring all notes to class pertaining to their report topic.
- Then have the students do the following activities, at a table or on the floor, allowing ample space in which to work.
  1. Assemble all note cards about the same specific subject area into one stack.
  2. Continue distributing all note cards into stacks.
  3. Arrange topics into logical sequence of presentation e.g. chronological or spatial.
  4. Write a final outline of ideas from the cards using outline form discussed previously.

Suggested Monitoring Procedures

Teacher moves around room and helps students organize cards into topic areas and logical order. Students hand in note cards and outlines. Teacher checks for consistency and accuracy.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to recognize pertinent information and omit non-pertinent details.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,3,7

Suggested Activities: Grade(s) 9-12

Title: Read and Listen and Look (if possible)

Group size: entire class

Materials:

1. A copy of a famous speech
2. A recording of same speech
3. A film of speech (if possible)

Suggested speeches:

"I Have a Dream"-Martin Luther King

"First Inaugural Address"- F.D. Roosevelt

"First Inaugural Address"- J.F. Kennedy

Procedure(s):

- Present the class with a copy of a famous speech and read it through with the students, finishing with a discussion about what makes the speech so good. Then point out the use of rhetorical devices, repetition, literary devices, and any use of underline, italics, etc.
- Play a recording of the speech followed by a class discussion noting things discussed above plus use of voice volume, inflection, speed, and pause and silence.
- Then, if possible, show a film of the speaker and discuss speaker's use of facial expression, gestures, posture, etc.

Suggested Monitoring Procedures

Teacher passes out materials, arranges recordings, arranges for film (if possible) leads class discussion.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to take detailed notes on a given topic which accurately represent the content.

B. The student is able to recognize pertinent information and omit non-pertinent details.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s) Research paper preparation

Suggested Activities: Grade(s) 9 - 12

Title: Getting the Right Idea
Group Size: individual
Materials: worksheets containing information collected from different sources (social studies texts, magazines) or other textbooks from other areas

Procedure:

- Review the main ideas for taking notes:
  1. Have students skim material to see whether it concerns any of the questions posed in their introduction or preliminary outline-paying special attention to pictures, drafts, underlining, topic paragraphs, etc.
  2. Repeat question, "What does it say?" to yourself.

  Review process for writing notes.
- Read selection
- For each paragraph, jot down main ideas in own words.
- Jot down some of the most important facts and explain the main facts.

Example:

Instruct students to find main idea of this paragraph. Have them write it down plus four supporting details

The fact that Britain had imposed unity on these people was to bear bitter fruit in later years. The idea of an independent nation of Nigeria arose as a protest movement against British rule soon after World War I. The

Suggested Monitoring Procedures

Collect worksheets, correct and read aloud best ones to class noting why they are the best, encouraging students to give answers.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Movement began among British-educated Nigerians who lived in southern cities like Lagos. These Nigerians protested that they had no representation in the native councils dominated by traditional tribal leaders; they wanted a larger part in government affairs. They protested against the limited educational opportunities. They protested the inferior status of Nigerians in their own country--Nigerians working for European firms received lower salaries than whites for doing the same work.*

Main idea: Nigerians after World War I protested British Rule and wanted an independent nation.
Supporting Details:

1. They protested no representation in tribal councils.
2. Wanted larger part in government.
3. They felt they had limited educational opportunities.
4. They disliked their low social status.

*Taken from:
Davis, Learning About Countries and Societies, American Book Co., New York, NY, 1975.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to use direct quotations, paraphrasing, and summary in taking notes.

State Goal 1

District Goal

Program Goal 2,3

Related Area(s) Research paper preparation

Suggested Activities: Grade(s) 9-12

Title: Paraphrasing

Group size: individual

Materials: worksheet prepared by teacher with selected paragraphs for paraphrasing

Procedure(s):

- Review with the class paraphrasing concepts. Say to the students: When you paraphrase, make it clear you are reporting the author's thinking, not your own. Use your own words. Have students paraphrase a paragraph like this:

  For many of the papers you write, the nature of your material and your purpose will determine your pattern of organization. When your purpose requires you to explain or illustrate a general statement by details or examples, you will use some variant of the illustrative pattern. Other kinds of materials lead to organization by comparison or contrast, analogy, classification, or process. The pattern of organization you follow for any unit of material is determined by the nature of the material and what you plan to do with it.
- Paraphrase the above paragraph. Include three main ideas.

Suggested Monitoring Procedures

Teacher will prepare worksheets, pass them out, collect them, walk around the room to help students individually.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
Title: Newspaper Paraphrasing Group size: individual Materials: newspaper or copy of newspaper article(s) Procedure(s): . Hand out newspapers or article and have students pick an article to put in their own words. Have them do short articles and share ideas with other class members after they finish.	Teacher will provide newspaper or worksheet for students, collect and correct. Teacher will walk around classroom and offer individual help.	McCrimmon, Writing With a Purpose Houghton-Mifflin, 1976. Watkins and Dillingham, English Handbook, Houghton Mifflin, 1979.
Title: Using Your Own Words and Others Group size: entire class, individual Materials: note cards, pen, paper Procedure(s): . Review with the class rules for using direct quotations. - Use of quotations. - If more than five lines long, indent and single space, etc. . Review with the class the importance of citing authority to back up assertions. . Pass out a worksheet concerning one single topic and tell students to take notes on the main ideas. Tell them, in taking notes, to use two direct quotations.	Teacher will review orally with class, lead class discussion, prepare work sheet, collect and correct worksheets.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows an outline is an aid to organizing and presenting a topic. B. The student is able to write a topic or sentence outline to be used in the development of a paper.

State Goal 1

District Goal

Program Goal 2,7

Related Area(s) The Research Paper

Suggested Activities: Grade(s) 9 - 10

Title: Making a Working Outline
Group Size: individual
Materials: pencil/pen, paper

Procedure (s):

- Write an outline form on the board and explain idea subordination.

CAMPING IN A CABIN

I. Midnight: sleeping in a cabin by a lake.
    A. Sights: moonlight through the window.
    B. Sounds:
        1. water
        2. wind
        3. people around you
        4. a scratching
        5. then a rustling
        6. then silence
II. Six o'clock
    A. Sight: sunlight in the cabin.
    B. Smells:
        1. coffee
        2. bacon
    C. Sounds:
        1. Fire crackling
        2. Bacon sizzling
        3. talking

- Students rearrange the following list into a working outline:

TENNIS IS A GOOD GAME FOR STUDENTS

1. It provides pleasure.

Suggested Monitoring Procedures

Have one student write his/her outline on the board. Discuss with students correcting their own papers.

Possible Resources

Building English Skills, The Writing Improvement Project McDougal Littell and Company, Evanston, Illinois, 1977.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
2. The rules of the game make necessary the regard for the rights of others. 3. The competition is exciting. 4. It promotes good citizenship. 5. The outdoor exercise is good for the body. 6. The contact with others discourages selfishness. 7. It develops good health. 8. The keen interest in the game keeps the brain alert. 9. The change from study to play brings relief.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Writing / Revising: Editing / Proofreading

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. most writing can be improved through effective editing.	123	9-12					
. one writes to communicate with others.							
. correct usage (punctuation, capitalization, spelling) exists to enable others to read accurately what the writer intended.	123						
. proofreading is a necessary step in producing a "finished" product which is free of errors in usage and mechanics.							
The student is able to:							
. look objectively at personal writing.	127						
. examine sentence structure, identify weaknesses, and revise sentences into more effective patterns.	127						
. revise the order and structure of paragraphs in order to improve a composition.	127						
. identify the balance of content in the paper.	123						
. examine the opening and concluding statements, examine paragraph transitions, identify and revise weaknesses.	123						
. recognize and correct errors in usage, mechanical errors and misspelled words.							
The student values:							
. writing enough to care to improve it.	123						
. editing as a means of improving writing.							
. writing which is free of errors.							
. correct usage, spelling, punctuation and capitalization in writing.	123						

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows most writing can be improved through effective editing. B. The student knows that correct usage (punctuation, capitalization, spelling) exists to enable others to read accurately what the writer intended. C. The student is able to examine the opening and concluding statements, examine paragraph transitions, identify and revise weaknesses. D. The student is able to identify the balance of content in the paper.

Related Area(s):

State Goal	1
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9-12

Title: Once is Not Enough
Group size: pairs
Materials: students' rough drafts and outlines

Procedure(s):

- Explain that because the research paper is long and requires unfamiliar techniques, the first draft always requires careful revision. Borrowed material should be carefully attributed and all sentences/facts should be clear with transitions between the paragraphs. The paper should be more than just stringing notes together.
- Students exchange rough drafts and outlines and do the following:
  1. Read the paper through completely.
  2. Reread the paper and mark any spelling, punctuation, or form errors that you find.
  3. Answer the following questions concerning the term paper on another sheet of paper. Then write a grade and evaluation for the paper.
     a. Does the title suggest the tone and the degree of objectivity required in a research paper? If not, what changes would you suggest?
     b. Does the opener indicate the dominant general purpose?
     c. Is the thesis sentence effective in establishing both the scope of the paper and the pattern of development? How?

Suggested Monitoring Procedures

Teacher walks among students to help them with their evaluations of each other's work. Teacher collects rough drafts, outlines, and evaluations and makes own evaluation. Returns papers and discusses specific problems with the entire class before final drafts are begun.

Possible Resources

Dagher, Joseph P. Writing A Practical Guide. Houghton Mifflin Company, Boston. 1976.

District Resources

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Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

- d. Does the writer have a worthwhile thesis (main idea) suitable for the intended kind of research paper? Explain.
- e. Does the writer provide any additional information to clarify the thesis sentence? What kinds of information are provided.
- f. How effective is the writer's conclusion? Is it consistent with the material developed? If not, what does it need?
- g. Does the writer document the material with footnotes? Are the footnotes accurate, complete and in proper form?
- h. Is the Bibliography in correct form?

4. Grade and evaluation:
   Compare rough draft grade with grade received after revisions are made.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows most writing can be improved through effective editing. B. The student knows one writes to communicate with others. C. The student is able to examine the opening and concluding statements, examine paragraph transitions, identify and revise weaknesses.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s) Creative Writing

Suggested Activities: Grade(s) 9-12

Title: Writing Sense
Group size: individual, class
Materials: dittoed list

Procedure(s):

. Hand out a ditto sheet containing the following:

Choosing The Exact Word

On your paper write (in parenthesis) what you think is the most exact word or phrase given.

1. The leaf felt (rough, smooth, prickly).
2. He attended a(n) (school, trade school, institution of learning).
3. The woman (barked, chattered, spoke) like a bird.
4. The little boy (got paddled, was punished, was reprimanded).
5. Sol plays (music, the alto sax, a musical instrument) well.
6. The mud splashed up on Roger's (pants, trousers, levis).
7. Maxine (became apprehensive, got scared, panicked) when her turn came.
8. I want to be a (newspaper reporter, journalist, writer).
9. Mr. Morganter's car hit the concrete, hard masonry) wall.
10. After the (crime, stickup, illegal act,) Scotty went to jail.

From Vague To Specific

On your paper rewrite each of the following sentences, substituting an exact term for the unclear term underlined. Your specific term should add to the meaning, not change it.

Suggested Monitoring Procedures

Possible Resources

Cahill, Robert B., Hrebic, Herbert J., Fan the Deck: An Advanced Composition Book, Stack the Deck, Inc., 1978

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

1. That morning Leroy walked to school in a hurry.
2. Mr. Black had trouble sleeping.
3. It was a hot day.
4. The book was the most interesting I ever read.
5. That's nice.
6. I hurt my hand yesterday.
7. She wore a brown sweater.
8. We disagreed for years.
9. Miss Davidson traveled to San Francisco.
10. I'm tired.

Avoiding Cliches

How many cliches can you find in the paragraph that follows? Try to find at least ten and write them on a piece of paper. Then rewrite the paragraph, substituting "plain English" or fresh expressions for the cliches.

Well, the family jalopy had seen better days. The old gas eater was about to sag to a stop. Wear and tear had taken their toll. "Before that old heap quits in its tracks", my old man said one fine and sunny day, "I think I'll go down to used-car row and see what's on the auction block". When we got there, salesmen were scurrying around like ants. "You've got to keep your eyes on those chiselers", the old man said, "or they'll palm a lemon off on you". "I'm not going to lose my shirt in any raw deal." But then he clapped his eyes on the big blue boat he's wheeling around at the present time. He put his John Hancock on the dotted line and sealed the deal before the sun went down.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to look objectively at personal writing. B. The student is able to examine sentence structure, identify weaknesses, and revise sentences into more effective patterns. C. The student is able to revise the order and structure of paragraphs in order to improve a composition.

Related Area(s) Expository writing

State Goal	1
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9 - 12

Title: A draft is Not Deadly
Group size: individual
Materials: students' first drafts of compositions

Procedure(s):

- Hand out a ditto with the following information and have students evaluate their own compositions by answering the questions.
- Revise your composition, you are now ready to look at your first draft with a critical eye, to see if you've written something worth reading. will your composition hold your reader's interest? How many of these tips have you used?
  1. Do you begin with an interest-catcher? Arouse your reader's curiosity immediately by a quotation, a question, or an unusual idea.
  2. Could you use conversation to attract attention at the beginning of a story, to reveal character, or to break up the text to make reading easy. The paragraph may include a description of the speaker or details of his actions.
  3. Do you make every word count? Use comparisons, specific nouns, action-packed verbs, and picture-making adjectives and adverbs.
  4. Are your paragraphs colorful, forceful, complete?

Suggested Monitoring Procedures

Teacher reads rough draft and student evaluation. Makes own suggestions and corrections and hands back for final copy.

Possible Resources

Christ, Henry I. Modern English In Action, D. C. Heath and Company, Lexington, Mass. 1978.

Cahill, Robert B., Hrebic, Herbert J., Stack the Deck, Stack the Deck Inc., Chicago, Illinois, 1979

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
5. Do you make it easy for your reader to follow from one main idea to the next? Just as you need connectives to link the sentences within a paragraph, so you need connectives to link the paragraphs themselves. 6. Are your sentences as effective as they could be? Make them concise, clear, and varied. 7. Are your grammar, usage, spelling, and punctuation correct? 8. Is your ending satisfying? Make the reader aware that he has reached the end by tying up the threads of the composition in a neat conclusion. . Students hand in evaluations with rough drafts.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Levels / Types: Sentences / Paragraphs	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. word positions in a sentence may be shifted in order to provide emphasis or variety.		9-12					
. a paragraph is a series of sentences developing one topic.							
. the topic sentence states the single idea of the paragraph.	131						
. every sentence in the paragraph should be related to the topic.	133						
. that sentences should be arranged in a clear, logical point by point order.	135						
. a paragraph should include enough sentences to develop the topic well.							
. transitional expressions can help smooth the flow of words and sentences.	137						
The student is able to:							
. write the four types of sentences: interrogative, declarative, imperative, exclamatory.							
. write an answer to a question with a clear and complete sentence.							
. write sentences using coordination and subordination.	139						
. change the position of words in a sentence in order to provide emphasis and variety.	141						
. develop a paragraph by giving details or examples, telling a story, relating an incident, giving reasons, or making comparisons or contrasts.	143						
. develop a paragraph by arranging details in a logical order, e.g., chronologically, spatially, or in order of importance.	143						
The student values:							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that the topic sentence states the single idea of the paragraph.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size:** individual **Materials:** worksheet, chalkboard **Procedure(s):** . Provide each student with paragraphs lacking topic sentences. . Give time for student to write 3 possible topic sentences for each paragraph. . Write topic sentences on chalkboard. . Share the original topic sentences with the students.	Encourage discussion of good points of the sentences.	Writing Sense, Robert Potter, Globe Book Co., Inc. Paragraph Practice, Kathleen Sullivan, The MacMillan Co., 1971. **District Resources**

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that every sentence in the paragraph should be related to the topic. B. The student knows that the topic sentence states the single idea of the paragraph.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: **Group size:** individual **Materials:** pen, paper, worksheet **Procedure(s):** . Lead a discussion related to the purpose of a topic sentence and supporting statements. . Hand out a worksheet containing paragraphs with sentences that do not relate to the topic sentence. . Have students underline the sentences that do not relate to the topic.	Teacher should evoke discussion of the out-of-place sentences.	Cahill, Robert B., Hrebic Herbert J., Cut the Deck, Stack the Deck, Inc., Chicago, Illinois, 1979
		District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that sentences should be arranged in a clear, logical point by point order. B. The student is able to change the position of words in a sentence in order to provide order and variety.

State Goal	1,6,10
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Word Sharks
Group size: two groups
Materials: list of challenging words and prepared sentences

Procedure(s):

- Technique: Spell-down
- Present a word from a list of challenging words; e.g., turbulent, robust, squalid, and use it in a sentence.
- The first player must give an antonym, then reframe the teacher's sentence just to use the antonym correctly: For example,

  Teacher: squalid - We walked through the squalid slum area of the city.
  Pupil: clean - We walked through the clean streets of the city.

Variation(s):

- 1. Use simpler words for less able pupils.
- 2. Substitute a similar game using homonyms.

Caution(s):

- 1. A careful selection of words is essential -- hard enough to challenge students but not to discourage them.
- 2. The teacher must use sentences that are not too difficult to reframe. This requires very careful preparation.

Suggested Monitoring Procedures

Possible Resources

Wagner, Guy & Associates, Listening Games, MacMillan Pub. Co., 1970.

District Resources

Suggested Activities: Grade(s) ______

Title:
Group size: Individual
Materials: Worksheet

Procedure(s):

- Provide the students with a worksheet consisting of groups of scrambled words. Example: shiny - car - new - his - sports - red - was - driveway - displayed.
- Have students unscramble each group several ways to make satisfactory sentences. (3 minimum)
- Then have students exchange papers and check correctness.

Variations:

- A time limit may be set.

Suggested Monitoring Procedures

Teacher should caution students to make sure each sentence makes sense.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that transitional expressions can help smooth the flow of words and sentences.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Smooth It Out
Group size: large group
Materials: two paragraphs

Procedure(s):

- Read one paragraph to the students containing no transitions.
- Then read the same paragraph with transitions added.
- Ask the students which one is easier to understand and remember.
- Discuss the reasons why this is true.
- Read the second paragraph again.
- Have students listen for transitions.
- Discuss how transitions aid understanding and memory.

Suggested Monitoring Procedures

Possible Resources

Paragraph Practice, Kathleen Sullivan, The MacMillan Co., London, 1971.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write sentences using coordination and subordination.

State Goal 1

District Goal

Program Goal 2,7

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Lucky Draw
Group Size: large group - 2 or more teams
Materials: 3x5 notecards, 2 paper bags

Procedure(s):

- Student writes 1 simple sentence on 3x5 notecard.
- Teacher writes all coordinate & subordinate conjunctions on separate notecards.
- All sentences go in one bag; conjunctions in another.
- Divide group into teams.
- Have one person select one sentence and one conjunction.
- Student must first correctly identify type of conjunction, then student must create a sentence using both parts. If first response is incorrect, cards are returned and the next team draws. If both responses are correct, the team scores 1 point and the next team member draws.

Variation(s):

- One or more lucky cards may be in each bag. These may be used for:
  1. Bonus points if student correctly completes the sentence;
  2. A second chance if student responds incorrectly.

Suggested Monitoring Procedures

Teacher guides exercise and is the final judge on correctness of responses.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to change the position of words in a sentence in order to provide order and variety.

State Goal	1,6,10
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 9 - 12	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size**: individual **Materials**: worksheet Procedure(s): . Worksheet consists of groups of scrambled words. Example: shiny-car-new-his-sports-red-was-driveway-displayed. . Students unscramble each group several ways to make satisfactory sentences. (3 minimum) . Students will exchange papers and check correctness. Variation(s): . A time limit may be set.	Teacher should caution students to make sure each sentence makes sense.	District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to develop a paragraph by giving details or examples, telling a story, relating an incident, giving reasons or making comparisons and contrasts. B. The student is able to develop a paragraph by arranging details in a logical order, e.g. chronologically, spatially or in order of importance.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9-12

Title: Anything Goes
Group Size: large group, individual
Materials: chalkboard, chalk, paper & pen

Procedure(s):

- Have students divide a paper into two columns labeling one column similarities and one column differences.
- Give students 3-5 minutes to list all the similarities and differences of 2 objects.
  Example: elephant and orange
- Stop. Compile lists on chalkboard.
- As a group, write a paragraph discussing the similarities and one discussing the differences of the 2 objects.
- Repeat procedure with 2 different objects.
- Have student write a paragraph comparing the two objects and one contrasting the objects.

Suggested Monitoring Procedures

Teacher should stress the idea that "Anything Goes". Encourage student to be creative.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to develop a paragraph by arranging details in a logical order, e. g. chronologically, spatially, or in order of importance. B. A student knows that sentences should be arranged in a clear, logical point by point order. C. The student is able to develop a paragraph by giving details or examples, telling a story, relating an incident, giving reasons or making comparisons and contrasts.

State Goal 1
District Goal
Program Goal 2,7

Suggested Activities: Grade(s) 9-12

Title: Can You Make It?
Group size: individual
Materials: paper, pen, bread, peanut butter, jelly, knife

Procedure(s):

- Students are to write directions in paragraph form for making a peanut butter and jelly sandwich.
- Paragraphs are collected.
- One student will randomly select a recipe and prepare a sandwich according to the instructions.

Variations:

- After preparing the sandwich, the preparer may add to/correct the original recipe.
- Sandwiches and recipes may be voted on.
- Discuss the importance of logical point by point order in paragraph development.

Title: Routines
Group size: individual
Materials: paper and pen

Procedure(s):

- Students will write a paragraph in which they describe their typical day or weekend. Since they can not possibly include all their activities, they must select representative activities.

Suggested Monitoring Procedures

Possible Resources

Sullivan, Kathleen, Paragraph Practice, The MacMillan Co., 1971.

Suggested Activities: Grade(s) ________	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Vantage Point Group size: individual Materials: paper and pen Procedure(s): . Student will describe the room from his/her vantage point (his/her desk).	Teacher should first discuss spatial organization. Teacher could write a paragraph from his/her desk.	
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Levels / Types: Expository Writing

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. the formal conventions used in essay and research writing.		9-12					
. the essay can be either personal, informal, or formal.							
. the qualities of each type of essay: narrative, descriptive, persuasive.	149						
. that every composition has an introduction, a body and a conclusion.	157						
. that a narration is a form of writing that tells a story.	155						
. that description is a form of writing that appeals to the senses.	149						
. that persuasion is a form of writing that attempts to change or instill a belief.	157						
The student is able to:							
. limit the subject and adapt the subject to the audience.							
. determine the purpose of the composition.							
. take effective notes as a background to writing.							
. plan the composition before writing it.	157						
. use common structural patterns in essay writing, e.g., generalization--support; inductive--deductive; comparison--contrast.	151						
. write a narrative or description with a clear sequence of ideas and include interesting and necessary details.	155						
. use quoted material correctly and effectively.							
The student values:							
. writing as a means of conveying ideas and information to others.							
. accurate and interesting expository writing.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows the qualities of each type of essay: Narrative, descriptive, persuasive. B. The student is able to write a narrative or description with a clear sequence of ideas and include interesting and necessary details. C. The student knows that description is a form of writing that appeals to the senses. D. The student knows that persuasion is a form of writing that attempts to change or instill a belief.

State Goal	1
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) 10 - 12

Title: A Descriptive Account
Group Size: individuals, pairs
Materials: paper, pencil, dictionary, Thesaurus

Procedure(s):

- Students are to rely on their feelings, attitudes and impressions, writing a brief logical descriptive account of a place they've visited: This is to be a sensory response to a specific environment. For this particular assignment, use all five senses, relying heavily on one particular sense.
- Students choose a partner and exchange papers. Each student is to fill in the chart below and answer the accompanying question in reference to the particular sense stressed in the paper in front of him/her.

Word/phrase from descriptive account that deals with this particular sense	Emotional Response Provoked

Do these words and phrases create a logical emotional response to the environment being described?

- Working with their partners, students review the charts.
- Working with their partners, students improve

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Suggested Monitoring Procedures

Explain that descriptive writing appeals to the senses.

Remind students to use verbs that not only tell what, but also How.

Example: What → How
Walk → Saunter

Remind students to use adjectives and adverbs to their advantage.

Help students identify sensory words/phrases

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
their original accounts by: - adding more words/phrases to contribute to the creation of a logical emotional response - deleting words/phrases that detract from the creation of a logical emotional response.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 10-12

Student Learning Objective(s) A. The student knows the qualities of each type of essay: narrative, descriptive, persuasive. B. The student knows that persuasion is a form of writing that attempts to change or instill a belief. C. The student knows that every composition has an introduction, a body and a conclusion. D. The student is able to use common structural patterns in essay writing, e.g., generalization-support; inductive-deductive, comparison-contrast.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 10-12

Title: Organizing the Middle Section of a Persuasive Paper

Group Size: individual

Materials: paper, pen, dictionary, Thesaurus

Procedure(s):

- Before students are able to write an effective middle section, they should:
  1. Write a full thesis statement (i.e., one arguable statement accompanied by cons and pros).
  2. Pair the cons and pros where appropriate.
  3. Order the cons and pros according to strength, placing the weakest first and the strongest last.
  4. Select only those cons and pros appropriate to the paper's purpose (examine them closely in conjunction with the thesis).
  5. Be certain all cons are fairly worded.
  6. Be certain all pros are stronger than accompanying cons.
- Students should concentrate on the following tasks:
  1. Include a controlling idea in each paragraph of the middle section that supports the controlling idea of the introductory paragraph.

Suggested Monitoring Procedures

Read aloud pairs of cons and pros that indicate a good understanding of logical progression.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

2. Include transitional devices between sentences and paragraphs (see levels/types sentences/paragraphs).
3. Develop cons and pros concentrating on unity, coherence and emphasis, making sure that all cons are fairly worded and that all pros are stronger than accompanying cons. (concentrate on logical progression).

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that every composition has an introduction, a body and a conclusion. B. The student knows the qualities of each type of essay: narrative, descriptive, persuasive. C. The student is able to use common structural patterns in essay writing, e. g., comparison--contrast. D. The student is able to write a narrative or description with a clear sequence of ideas and include interesting and necessary details.

State Goal	1,8
District Goal	
Program Goal	2,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Organizing the Summary Paragraph of a Persuasive Paper

Group size: individuals

Materials: paper, pen, dictionary, Thesaurus

Procedure(s):

- Before students are able to write an effective summary paragraph they should:
  1. Write an introduction which includes a clearly stated thesis.
  2. Write a middle section which logically states and appropriately develops all cons and pros.
- Students should concentrate on the following tasks:
  1. Restate the thesis.
  2. Reinforce the main points developed in the middle.
  3. Leave the reader with a clear understanding of what the writer set out to prove.

Suggested Monitoring Procedures

Read aloud summary paragraphs that clearly restate the main points developed in the middle section.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that a narration is a form of writing that tells a story. B. The student knows that description is a form of writing that appeals to the senses.

C. The student is able to write a narrative or description with a clear sequence of ideas and include interesting and necessary details.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2, 8

Suggested Activities: Grade(s) 10-12

Title: A Narrative Account
Group Size: individual. pairs
Materials: paper, pencil, dictionary, Thesaurus, prepared ditto

Procedure(s):

- Students are to rely on their own experience and observations in writing a brief logical account involving two conflicting characters, a protagonist and an antagonist. They are to carefully explain this conflict; their purpose is to tell a story. Their explanation should include a setting, steps leading to a climax and a climax
- Students choose a partner exchange papers. Each student answers the following questions about the paper in front of him/her.
  1. Does this paper tell a story?
  2. Are you able to easily identify the protagonist and the antagonist? Who are they?
  3. Is the conflict between the protagonist and antagonist easily identifiable? What is it? _____
  4. What is the setting?
  5. What are the main steps leading to the climax?
  6. What is the climax?
- Working with their partners; students review the analyses.
- Working with their partners, students improve their original accounts, remembering that their primary purpose is to tell a story.

Suggested Monitoring Procedures

Explain that narrative writing tells a story.

Review the following terms: protagonist, antagonist, conflict, setting, steps leading to climax, climax.

Write the requirements for the written brief account on the board.

Hand out a ditto of the six questions stated in the left column.

Possible Resources

Use the school district short story text.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 10 - 12

Student Learning Objective(s) A. The student knows that persuasion is a form of writing that attempts to change or instill a belief. B. The student knows that every composition has an introduction, a body and a conclusion. C. The student is able to limit the subject and adapt the subject to the audience. D. The student is able to plan the composition before writing it.

Related Area(s)

State Goal 1

District Goal

Program Goal 2, 7

Suggested Activities: Grade(s) 10 - 12

Title: Organizing an Introduction to a Persuasive Paper

Group Size: individual

Materials: paper, pen, dictionary, Thesaurus

Procedure(s):

- Before students are able to write an effective introductory paragraph, they must write a rough draft (see editing/proofreading)
- Students should concentrate on accomplishing the following tasks:
  1. Introduce the subject of the paper
  2. Interest the reader in the topic
  3. Indicate what will follow in the developmental paragraphs.
- Students should answer these questions as a means of checking the effectiveness of their introductory paragraph:
  1. Is the introductory paragraph appropriate to the subject matter?
  2. Has the introductory paragraph aroused the interest of the reader?
  3. Is the controlling idea of the introductory paragraph clear?

Suggested Monitoring Procedures

Review Editing/Proofreading where necessary.

Paragraphs could be read aloud and commented upon by teacher and other students.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: A Persuasive Account
Group Size: individual
Materials: paper, pen, dictionary, Thesaurus

Procedures:

- Students are to write a persuasive account that attempts to change the readers' way of thinking and persuade them to addept the writer's point of view about the subject.
- Students are to structure their papers in the following way:

The Introductory Paragraph

1. Begin with a broad general statement so as to attract as large an audience as possible.
2. Using logical progression, carefully narrow the subject down to a thesis (i.e. one arguable statement.)

The Middle Section

3. Logically state the pros and cons, making sure that they are worded as pros and cons.
4. Make sure all pros are more strongly stated than all cons.

The Summary Paragraph

5. Begin with the thesis.
6. Using logical progression, carefully broaden the viewpoint, ending with a broad general statement in an effort to win over as many readers as possible with the final words.

Suggested Monitoring Procedures

Explain that persuasive writing attempts to change or instill a belief.

Stress the importance of diction, emphasis, and logical progression when dealing with a thesis, pros and cons.

Stress that the structure given in the lift column is but one possible structure when writing a persuasive account.

Possible Resources

School district short story text.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Levels / Types: Research Writing

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. there are formal conventions and criteria for writing a research paper.	161	9-12					
. how to write a research paper which includes: (1) title page, (2) introductory statement that explains and limits the topic, (3) relevant facts on the topic, (4) logical presentation, (5) conclusions drawn as a result of research, (6) documentation with footnotes, (7) complete bibliography.	169						
The student is able to:							
. choose and limit the subject.	171						
. locate and use source materials. (See Reading In The Content Areas)	173						
. develop and revise a preliminary outline.							
. use a separate card for each topic and each source.	175						
. write the rough draft.							
. write a final draft including: introduction body conclusion footnotes bibliography	161						
. acknowledge quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used.	161						
The student values:							
. the need for integrity in research.							
. careful, thorough research.	175						

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how to write a research paper which includes: (1) title page, (2) introductory statement that explains and limits the topic, (3) relevant facts on the topic, (4) logical presentation, (5) conclusions drawn as a result of research, (6) documentation with footnotes, (7) complete bibliography. B. The student is able to write a final draft including: introduction, body, conclusion, footnotes, bibliography. C. The student is able to acknowledge quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9-12

Title: Footnotes
Group size: individual, entire class
Materials: note cards, examples of footnotes

Procedure(s):

. Give the students the following samples explaining the form used in making footnotes.

Books:	
(one author)	[1]Jack Curtis, The Passing Game in Football (New York: Ronald Press Co., 1961), p. 60.
(two authors)	[2]John Bateman and Paul Governali, Football Fundamentals (New York: McGraw-Hill, 1957),p. 67-68.
(no author)	[3]The Pro Football Handbook (New York: T. Nelson, 1961), p. 9.
Magazines:	
(author)	[4]Don Smith(ed.), The Quarterbacks (New York: F. Watts, 1963),p.34.
(no author)	[5]D. Jenkins, "Grand Parade of the Bowls," Sports Illustrated, XIX (1963), 31.
Newspapers:	[6]Enquirer (Cincinnati), December 4, 1964, p. 5. [7]Chicago Tribune, January 10, 1964, Sec. 3, p. 2.
Encyclopedias:	
(author)	[8]William Chipman, "Football in the United States", Encyclopedia Americana (1951), XL, 456.
(no author)	[9]"Football" Encyclopedia Britannica (1961), IX, 470.

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Suggested Monitoring Procedures

Suggested Resources

Cahill, Robert B., Hrebic, Herbert J., Riffle the Deck, Stack the Deck, Inc., Chicago, 1979

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Suggested Resources

Ibid.

Ibid. is an abbreviation of the Latin word ibidem, meaning "in the same place." Ibid. is used instead of repeating the same source twice in succession. One simply writes the footnote number, then Ibid., and then the page number on which the material is found. Underline Ibid. because it is an abbreviation of a foreign word. Below is an example of quoting from the same source three times in succession but from different pages.

[1] Eric Northrup, Science Locks At Smoking; A New Inquiry Into The Effects Of Your Health (New York: Coward McCann, 1957), p. 41.
[2] Ibid., p. 82.
[3] Ibid., pp. 102-103.

Op.Cit.

Op. cit. is an abbreviation of the Latin words opere citato, meaning "in the work cited." Op. cit. is used to avoid repeating the content of a footnote already used when another footnote has intervened between the initial and second reference to it. After the footnote number, the last name of the author appears, the op. cit., and then the page number is given. Below is an example of footnotes reflecting the quoting from the same source twice with an intervening source.

[1] J.E. Hoover, "Negro in the F.B.I.," Ebony, XVII(1962), 29.
[2] "I Was A Spy for the F.B.I.," Ebony, XVI(1961), 95.
[3] Hoover, op. cit., p. 30.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how to write a research paper which includes: ... (6) documentation with footnotes ... B. The student is able to write a final draft including: introduction, body, conclusion, footnotes, bibliography. C. The student is able to acknowledge quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

District Resources

Title: Unscramble your footnotes
Group size: individual, entire class
Materials:

Procedure(s):

. Give the students the following footnote exercise. Have them put the footnote information in proper form on a separate piece of notebook paper.

1. a book called: cost of living, written by Amos Berger and Lester Binge. Quote taken from page 119. Book published in Los Angeles in 1955.
2. a book called: cost of living in los angeles, written by Amos Berger and Lester Binge. Quote taken from page 21. Book published in Los Angeles in 1957.
3. a quote taken from page 22 of a magazine article by Lester Binge in Reader's Digest, volume LXVII, which came out in June of 1954. The title of the article is: never live in a tent.
4. From an article titled: never live in a tent, a quote is taken from page 22. The article appeared in Reader's Digest, volume LXVII, and was written by Lester Binge . The article came out in June, 1954.
5. An article: Los Angeles, by an unknown author appeared in Time on June 16th of 1952 on page 26.

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
6. a book called: Timber. Written by A. J. Smith in 1954. Quote on page 99. 7. A quote on page 101 of a book by A. J. Smith called Timber written in 1956. 8. A quote on page 33 of a book called: cost of living in los angeles, written by Amos Berger and Lester Binge and published in Los Angeles in 1957. 9. A quote on page 39 of a book by A. J. Smith called Fir Trees written and published in 1939 in Denver. 10. A quote from Timber by A. J. Smith written in 1956. Quote is on page 88.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how to write a research paper which includes (1) title page, (2) introductory statement that explains and limits the topic, (3) relevant facts on the topic, (4) logical presentation, (5) conclusions drawn as a result of research, (6) documentation with footnotes, (7) complete bibliography. B. The student is able to write a final draft including: introduction, body, conclusion, footnotes, bibliography.

State Goal	1
District Goal	
Program Goal	2,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Writing the Final Draft
Group Size: small group, entire class
Materials: textbook, final outline, rough draft, note and bibliography cards

Procedure(s):

- Write the final draft.
  1. Write clearly in ink or type.
  2. Use only one side of paper.
  3. Leave margins.
  4. Number all pages.
- Write footnotes.
  1. Place footnotes according to teacher's instructions.
  2. Place number after last word of quoted material and use the same number for the footnote.
  3. Place footnote number before the footnote form.
  4. Use consecutive numbers throughout the paper.
  5. Use correct footnote form. (see attached examples of footnotes and bibliography exercises)
- Write the bibliography. (see attached examples)

Suggested Monitoring Procedures

Teacher instructs students on the importance of form in the final draft of research writing.

Teacher reviews final preparation of footnote and bibliography entries.

Teacher distributes and monitors exercises on footnote and bibliography form.

Teacher monitors preparation of final drafts.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how to write a research paper which includes: (1) title page, (2) introductory statement that explains and limits the topic, (3) relevant facts on the topic, (4) logical presentation, (5) conclusions drawn as a result of research, (6) documentation with footnotes, (7) complete bibliography. B. The student is able to write a final draft including: introduction, body, conclusion, footnotes, bibliography. C. The student is able to acknowledge quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used.

Related Area(s)

State Goal 1
District Goal
Program Goal 2,7

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

Title: What's in a Bibliography?
Group size: individual, entire class
Materials: sample bibliographies, note/bibliography cards

Procedure(s):

. Provide students with samples of the correct bibliographic form for books, magazine articles, pamphlets, newspaper articles and encyclopedias:

Books:
Author (last name first)
Title (completely underlined)
Place of publication (city)
Name of publishing company
Year of publication
Period.

Magazine Articles:
Author (last name first)
Title of article (in quotation marks)
Name of magazine (underlined)
Volume and page numbers
Date of issue
Period.

Pamphlets:
Author (last name first)
Title (completely underlined)
Name of pamphlet series (if any in quotation marks followed by series number--place entire item in parenthesis)
Date of issue (if any)
Period.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources

Newspaper Articles:
Author (if given, last name first)
Title of article (in quotation marks)
Name of newspaper (completely underlined)
Date of issue
Page number and section or part number (if given)
Period.

Encyclopedias:
Author (if given, last name first)
Title of article (in quotation marks)
Name of encyclopedia (underlined)
Year of issue
Volume and page numbers
Period.

BIBLIOGRAPHY (Sample):

Bagley, W.C., "My Visit to the Grand Canyon," National Geographic, LX 277-278, September 29, 1962.

Brown, Alvin, "The Need for a Good Conservation Program," School and Society, LXVI: 14-21, February 14, 1959.

Browne, John, Nature Study, Boston, Ginn Publishing Company, 1945.

"Drama," Encyclopedia Britannica (1945 ed. - VII, 598).

Menke, Frank G., Sports Tales, New York, Little, Brown, and Company, 1951.

Potter, Ralph, "Big Business," The Los Angeles Times, February 7, 1959, p. 30, Part IV.

Strang, Robert C., The Importance of Radar, March, 1960.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows how to write a research paper which includes (1) title page, (2) introductory statement that explains and limits the topic, (3) relevant facts on the topic, (4) logical presentation, (5) conclusions drawn as a result of research, (6) documentation with footnotes, (7) complete bibliography. B. The student is able to write a final draft including: introduction, body, conclusion, footnotes, bibliography. C. The student is able to acknowledge quoted or borrowed ideas with the proper use of quotation marks, reference to authorities, or a bibliographical list of references used.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources

Title: Its The Form That Counts

Group size: individual, entire class

Materials: sample form for listing bibliographical information

Procedure(s):

. After the students have had an opportunity to study correct bibliographical form provide them with the following exercise:

Directions: Put the following examples in the correct bibliographical form:

1. A book called The Vampire Rides Again written by Orson Wells and Lon Chaney which was published by Blood Press Inc. in 1922 at Salem.
2. "The Red Baron Gets Blasted" is a story by Charles Schulz in a book entitled Snoopy the Pilot. The story appears on pages 26,27,28, and 29 and the book was published by Woodstock Printers in New York in 1968.
3. There is a story by an unknown author in this month's Hot Rod titled Wheels on page 23.
4. Collier's Encyclopedia has information on Kenya in volume 12 of its second edition published in 1955 on pages 215,216. and 217.
5. Tenny-Bopper Rumble is a story in the new issue, October 8, of the Prince of Wales magazine on page 1.
6. Hobby Arnstart wrote a book in 1921 called Ichabod and the Twelve Noonies. The book was published in Burphollow by Bigelow Press.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
7. Zen Buddhism is heading in the Encyclopedia of Religion, volume 12, written by Mitashi Magumbo in 1888 and printed in Los Angeles on the 23rd of May 1889 by Flash Printing and Chewing Gum Company. 8. Vancouver is the title of a pamphlet printed by Draft Resistance in Seattle in 1968.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to choose and limit the subject.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Choosing a Topic
Group size: small group, entire class
Materials: textbook

Procedure(s):
- Choose a general subject area of interest: art, music, medicine.
- Avoid topics which are too broad, subjective, controversial, familiar, or technical.
- Narrow topic to manageable size, for example:

Too Broad	Better	Better Yet	Best
Music	Instruments	Brass Instruments	The French Horn

- Check availability of library materials for information on topic.

Suggested Monitoring Procedures

Teacher presents examples of reducing general topics and moves among individuals as they work on choosing and limiting their own topics.

Suggested Resources

Success in Writing - Three. Writing Reports and Examinations - pages 79-92. Basic introduction for the procedure in writing informal research reports.
Success in Writing - Four. Ch. 7: Reports - pages 149-73. Concentrates on the actual writing of the report rather than the mechanics of preparing the way for writing, i.e., composition rather than the notes, outlines, etc.

(Over)

District Resources

Suggested Activities: **Grade(s)** ______

Suggested Monitoring Procedures

Suggested Resources

Ten Steps in Writing the Research Paper (Markman and Waddell). 121 pages. Detailed procedure for writing a formal research paper.

Warriner's Handbook fo English-Book II. Ch. 27: Learn How to Write a Research Paper-pages 437-457. Usual Warriner style. Complete presentation of the procedure for writing a formal research paper.

Building English Skills (McDougal, Littell). Purple Level, Ch. 10, p.199

Research Papers, 4th Edition, William Coyle, Odyssey Press, Bobbi-Merrill Educational Publishing.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to locate and use source materials.

B. The student is able to use a separate card for each topic and each source.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Location of Sources
Group Size: small group, entire class
Materials: textbook, card catalogue, Readers Guide, Vertical File, 3x5 or 4x6 cards

Procedure(s):

- Have students use library resources to look up information.

BOOKS
Magazines
Pamphlets
Newspapers
Booklets

ATLASES
Encyclopedia
Films
Pictures
Filmstrips

STATESMAN'S YEARBOOK
Dictionaries
Reference Books
Who's Who
World Almanac

- Locating information in the library.
  1. Card catalog.
  2. Specialized reference books.
  3. Reader's Guide to Periodical Literature.
- Preparing the working bibliography on cards.
  1. Reread questions you wish to answer in your report.
  2. Look up subjects in various reference books. (Don't forget to look under related topics--cross reference).

Suggested Monitoring Procedures

Teacher and librarian will instruct class concerning reference materials and their location in the library.

Teacher will review Bibliography card form.

Teacher will move among students checking on procedures as work progresses.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

3. Use correct form.
   a. Use note cards.
   b. Make a separate card for each book and number book.
   c. Put the following on each card:
      (1) Card number in upper right-hand corner.
      (2) Library card number in the upper right-hand corner.
      (3) Author's or Editor's name.
      (4) Title and volume if part of a set.
      (5) Place of publication.
      (6) Publisher.
      (7) Year of publication.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to use a separate card for each topic and each source. B. The student values careful, thorough research.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Notecards
Group size: small group, entire class
Materials: preliminary outline, 3x5 or 4x6 cards

Procedure(s):

. Give students the following directions for taking notes:

(1) Skim the selection. Reread the first paragraph. Notice headings and topic sentences. Identify the most important facts and ideas.
(2) Take notes on 3x5 or 4x6 cards or slips of paper. Use one size throughout.
(3) Write on one side only so you can scan information quickly.
(4) Place the topic in the upper left corner. Write only facts related to that topic on the card. The topics on your note cards will suggest a rough outline for your paper.
(5) In the upper right corner write the number of the source card that identifies the source of your note. This will help you relate your note cards to your source cards.
(6) Directly below the source card number, write the numbers of the pages on which you found the material.
(7) Use your own shorthand, making free use of contractions, abbreviations, signs, and symbols.
(8) Summarize ideas in your own words.

Suggested Monitoring Procedures

Teacher will review steps in notetaking and discuss sample notecards.

Teacher distributes and monitors exercises in preparation of sample bibliography and note cards.

(See paraphrasing under notetaking.)

Suggested Resources

Modern English in Action, Level 11, Heath & Co.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

(9) Copy names, places, and figures accurately and clearly.

(10) When you wish to quote a passage directly, take down the author's exact words. Enclose the passage in prominent quotation marks to remind you that the language is not your own and will require a footnote in your paper.

- Sample notecard:

> How rocks form soil (6)
>   By erosion
>   Scoured by wind and sand
>   Worn away by water
>   By weathering
>   Split apart by heat and cold
>   Split by water freezing in cracks
> Page 152

- Examples in application of Bibliography and notecard procedures.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write the rough draft.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Writing the Rough Draft
Group Size: small group, entire class
Materials: outline, notecards, textbook

Procedure(s):

- Assemble all notecards bearing same subject title in one stack.
- Review note cards.
- Reject cards with irrelevant information.
- Select and determine placement of information (from note cards) related to outline.
- Arrange cards in sequence of outline.
- Write rough draft, synthesizing information from cards and expressing ideas in the writer's individual style, being sure to mark places where footnoting is needed.
- Correct and revise rough draft, checking on accuracy in form and content.

Suggested Monitoring Procedures

Teacher moves among students assisting them in arranging notecards according to outline.

Teacher instructs students in purpose of rough draft and provides a general overview of style and techniques of research writing.

Teacher monitors writing of rough drafts, giving individual assistance as required.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

317

313

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

	Page	Suggested Grade Placement	District Placement				
Levels / Types: Creative Writing			8	9	10	11	12
The student knows:							
. the elements of script writing.		9-12					
. the elements of short story writing: plot, setting, character, theme, tone, mood.							
. the elements of poetry writing.	181						
(See Literature section.)							
The student is able to:							
. describe a character, using physical characteristics, actions, thoughts, attitudes, and dialogue.	189						
. write using an imaginative approach.	185						
. write a vivid description of a setting.	187						
. write in first or third person point of view.	193						
The student values:							
. creative writing as a way of expressing emotions and thoughts in an original manner.	191						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the elements of poetry writing. B. The student is able to write using an imaginative approach. C. The student values creative writing as a way of expressing emotions and thoughts in an original manner.

State Goal	9,10
District Goal	
Program Goal	2,8,10

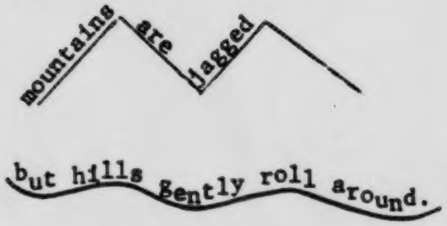
Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Poetic Forms
Group Size: Entire class
Materials:

Procedure(s):

- Start with one word. From it build a haiku (5-7-5 syllable pattern), a cinquain (2-4-6-8-2 syllable pattern) and a tanka (5-7-5-7-7 syllable pattern).
- Using the same word, write a limerick (5 lines, aabba rhyme scheme).
- Write a picture poem, using the word and words that define or describe it to create a picture pattern.


mountains are jagged
but hills gently roll around.

- Write an ode to the chosen word.

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Suggested Monitoring Procedures

Write all poems on the board and leave them there as examples of poetic forms.

Possible Resources

Write, Clement S. Stacy, Scott, Foresman & Co., 1974.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Found Poems
Group Size: Entire class
Materials: Phrases, clauses cut from lines in magazines or newspapers. Scissors, glue, paper

Procedure(s):

- Distribute periodicals and other materials to students and tell them to clip any words or phrases that catch their eye.
- Paste
  (Collect about 30.)
- Find poems
  Link words, phrases, anything that makes sense.
  Keep going until by a series of "accidents", you've found a poem.

Variation(s):

- Use one word as a title. Write the poem about this word.
- Make comic strips by cutting out pictures and using these phrases as captions.
- Write a story, incorporating as many "found words and phrases" into the story as seems possible.
- Choose six words as end words.
  Write lines of poetry to fit the six end words.
- Choose one word.
  Write 2 words to show what it does.
  Write 3 words to show how it makes you feel.
  Repeat the word--presto! poem!

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the elements of poetry writing. B. The student is able to write using an imaginative approach. C. The student values creative writing as a way of expressing emotions and thoughts in an original manner.

State Goal 1,9
District Goal
Program Goal 2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Language Games
Group Size: entire class
Materials: paper and pencil

Procedure(s):

- Have students write poems based on names. Each student writes classmate's name vertically using each letter as the first letter for the first word of each line. Each line should relate to the student written about.
- Alliterative poems:
  Write poems with as many words as possible beginning with the same letter.
- Poems from titles:
  Write any 2 words on the board, such as:
  Drastic Dolphin
  Class builds the poem to fit the title, line by line on the board.
- Nonsense Poems:
  Write a list of words on the board the students probably don't know. Students write the poem, using one of the words often throughout the poem, based on a conjectured meaning.
- Mistranslations:
  1) Choose a poem as "Jabberwocky" (Lewis Carroll). Give class a ditto copy and have them rewrite the poem with words they think would fit.
  2) Distribute to the class a poem written in French or Spanish. Students should use the same rhythmic patterns to rewrite the poem in English, translating without understanding.

Suggested Monitoring Procedures

Possible Resources

For more language games, see The Whole World Catalog, Brown, Hoffman & Associates (editors), New York, Virgil Books, 1972.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources

Title: Sentence Expansion & Contraction
Group Size: Entire Class
Materials: Paper and pencil

Procedure(s):

- Begin with a line of poetry:
  "The moon was a ribbon of darkness"
- Expand by replacing every noun and verb with 2 words:
  "The strawberry sundae had become a red wrinkle of childhood glee"
- Continue the poem by doing similarly with remaining lines
  (Line here taken from "The Highwayman")

Variation(s):

- Begin with a line of poetry which is a sentence:
  "Booth marched boldly with his big brass band"
  (from"General William Booth Marches into Heaven" by Vachel Lindsey)
- Replace any two words with one different one:
  "Booth marched boldly with his brass flutophone"
- Continue the reduction
  "Booth marched boldly with brass confusion"
  "Booth marched, brassly confused
  Brass Booth, March
  Booth!

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student is able to write using an imaginative approach.

State Goal	9, 10
District Goal	
Program Goal	6, 8

Related Area(s) Punctuation

Suggested Activities: Grade(s) 9-12

Title: **Dialogue & Plot in Comic Strips**
Group Size: Entire class
Materials: Comic strips from serials of daily newspapers

Procedure(s):

- Paste comic strips in chronological order so plot is formed.
- Students read comic strips to class. Class discusses various places the plot may go, ways the story may end.
- Student's job is to finish the comic "story" using only dialogue. This may be a short ending, in 1 class period, or an assignment to be worked on at various times for weeks.

Suggested Monitoring Procedures

Prior to this lesson, the teacher asks students to clip daily comic strips for at least 2 weeks in sequence. These should be serial strips, with continuous plot.

Remind students to maintain mood and characterization.

For students with little artistic ability, allow use of stick figures or cut dialogue from last week's strips for students to rewrite.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Theme & Mood in Ritualistic Writing
Group size: entire class
Materials:

Procedure(s):

- Read class story involving a ritual, as baptism, burial, Christmas celebration. ("The Sculptor's Funeral" or "The Wilting of Granny Weatherall" is good to set mood.)
- Discuss rituals as formal actions performed with importance beyond the act. Discuss religious and cultural rituals. Discuss symbolism.
- Discuss rituals done daily with precision, as brusing the teeth or washing the clothes.
- Assign a story that will demonstrate doing things right, doing things seriously.
- Mood should be paramount.

Suggested Monitoring Procedures

Keep class at serious level of conversation. Discussion leading to clownishness will destroy the impact of the assignment.

Possible Resources

Write, Clement S. Stacy, Scott, Foresman & Co., 1974.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write a vivid description of a setting.

State Goal	9, 10
District Goal	
Program Goal	6, 2

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: What Is It?
Group Size: Entire class
Materials: Chalkboard, pencil, paper

Procedure(s):

- Divide class into two teams.
- Send one from each team from the room.
- Send another from each team to the board.
- Have the two at the board draw a picture.
- Students at seats are to write a description of the picture drawn by student from the opposite team.
- Erase picture at board.
- Call the two sent out back into the room.
- Give them the descriptions written by their team mates.
- Students have about 10 minutes to recreate drawings at board, using written descriptions.
- Teacher gives 1 point to the team with the closest replica.
- Repeat procedure until each student has drawn a picture.

Suggested Monitoring Procedures

Allow about 3 minutes for the sketch on the board.

Allow about 5 minutes for the writing process.

Teacher should check descriptions to assure no sketches have been made on the papers.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to describe a character using physical characteristics, actions, thoughts, attitudes and dialogue.

State Goal	9,10
District Goal	
Program Goal	2,8

Related Area(s) Punctuation

Suggested Activities: Grade(s) 9 - 12

Title: Write the Script
Group Size: Entire class
Materials: A short story, including lots of short dialogue between 2 characters

Procedure(s):

- Discuss stereotype - the typical cowboy, private investigator, housewife, etc. Discuss speech patterns and jargon.
- Explain to class how people are labeled by speech. Class can find their own examples.
- Read a story. Read all the description and the dialogue of one of the characters. When it comes time for the other's speaking parts, stop and let students write that response.
- Read story again, filling in dialogue with that from students' papers.
- Discuss differences in the imagined characters, based upon the students' dialogue written in as substitute responses to the author's choice.

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Suggested Monitoring Procedures

Possible Resources

Ernest Hemingway's short stories;
James Thurber's "The Secret Life of Walter Mitty"
Drama with 2 Actors:
Acting Practice for 1-Act Plays
Scott, Foresman
Scenes for Acting Practice
Elkind, Scott, Foresman

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to write using an imaginative approach B. The student is able to write a vivid description of a setting. C. The student values creative writing as a way of expressing emotions and thoughts in an original manner.

State Goal	9, 10
District Goal	
Program Goal	2, 8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Parodies
Group Size: Entire class
Materials: Samples of caricatures, MAD magazines, Joke books, etc.

Procedure(s):

- Pass out samples of parodies and satire and discuss the humorous intent.
- Discuss the person/things often satirized in parody.
- Begin with textbook. Take stale, flat examples and show how the text could demonstrate the same principle using humor.
- Assignments:
  1. Students write a menu fit for an enemy.
  2. Concoct math problems substituting words for numbers.
     Example: 1 man + 1 woman = something interesting
     1 date + 2 hours late = sad fate
- Have students write own I.Q. tests.
- Newspaper parodies:
  Write own "Believe It or Not", interviews with personalities, fashion reports, etc.
- Advertisements:
  Make up own products and advertise them.
  Write about how our lives are affected by an ad-related society.

Suggested Monitoring Procedures

Discuss convergence of society that considers itself individualistic.
Note similarities in lifestyle due to ads in media.

Possible Resources

The Whole World Catalog #1, Brown, Hoffman & Associates (editors), New York, Virgil Books, 1972.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Catalysts
Group size: entire class
Materials: newspapers, magazines, records

Procedure(s):

- Cut headlines from newspapers.
- Write a story using only information available from the headline.
- Cut pictures from magazines
- Write a story from action shown in the picture.
- Select records with a narrative quality.
  Rewrite the plot in story form.
  Select one with a strong theme. Write a plot to fit the theme.
- Select record that is instrumental.
  Write a description of setting suggested, then go on to write a story to match setting.

Variation(s):

- Obtain old photographs from a newspaper office.
  Students write a caption for photographs.
  Students build a story from their captions.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to describe a character, using physical characteristics, actions, thoughts, attitudes and dialogue. B. The student is able to write in first or third person point of view

State Goal 9.10

District Goal

Program Goal 2, 8

Related Area(s) Written expression; Sentences/Paragraphs; Mechanics; Speech

Suggested Activities: Grade(s) 9 - 12

Title: You Describe the Thing
Group Size: Entire class
Materials: An article, such as an heirloom, a book, or a rock

Procedure(s):

- Teacher addresses above article as it it were human, as "Hi, Blobby Rock." Talk to the thing.
- Teacher proceeds to introduce the thing to the class, describing its personality, its family, how it came to ownership, its friends, activities, lifestyle, etc. Spend about 20 minutes talking to the class.
- Students are to bring in something that could be friendly with "Blobby Rock" or has its own personality.
- Second day, students tell about their thing.
- Discuss the descriptions given--rest of class may add to the original for completeness.
- Initiate discussion of characteristics and character description.
- A two-page composition will be assigned in which the students must describe physical characteristics, actions, thoughts, and attitudes of the character-thing.

Variation(s):

- Third day, students may be paired, those with similar objects in groups of 2 or 3. Students then write a story using all the objects as characters, adding dialogue and plot.

Suggested Monitoring Procedures

Circulate around the room as you describe the rock or whatever.

Lead class discussion.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

Title: You Become the Animal
Group Size: Entire class
Materials: Pictures and posters of animals

Procedure(s):

- Tape the pictures around the room. Class mingles around to better view them.
- Students name the animals, secretly, on paper; teacher collects the names and reads aloud. Class matches animal with name given. Stimulate discussion of importance of naming.
- Discuss physical attributes of animals, and symbolism of same; i.e. school mascots, national eagle, etc.
  Discuss variety among breeds, as poodles and pinschers.
- Discuss personalities of animals -- favorite pets students have had.
- Have students list things their favorite pet did.
- Write a 3-page composition titled by the pet's name, in first person. Include dialogue with human family members, thoughts and motivation for action.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to describe a character, using physical characteristics, actions, thoughts, attitudes and dialogue. B. The student is able to write in first or third person point of view. C. The student values creative writing as a way of expressing emotions and thoughts in an original manner.

Related Area(s) Mechanics; Sentences/Paragraphs; Drama

State Goal	9 ,10
District Goal	
Program Goal	2, 8

Suggested Activities: Grade(s) 9 -12

Title: You Become the Person You Hate

Group size:

Materials:

Procedure(s):

- Have everyone write down one thing people do that aggravates them most.
- Papers are collected, read, discussed.
- Lead a discussion on stereotyped roles--bullies, hypocrites, snobs, etc.
  Discuss motivation for action.
- Divide the class into groups of 3 or 4 to show action of a bully, etc. in improvisational drama.
- Assignment is to act like a bully, etc. until the next day to discover how it feels in a simulated role.
- Write a 3-page composition about this personality type, not to pass judgment, but to reveal forces which may motivate him/her.

Suggested Monitoring Procedures

Teacher should emphasize that students must show how the personality acts, not tell the reader.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Title: I Know You
Group size: entire class
Materials:

Procedure(s):

- Ask the students to concentrate on one other person in the room and write physical descriptions of the person, incorporating as many characteristics as possible (details).
- Collect papers and read them aloud to the class adding to descriptions as characters are "guessed."
- Return papers; students then add a second and third character description and write a short story using interaction among the 3 student characters.

Suggested Monitoring Procedures

Suggested Resources

__Writing: Unit-Lessons in Composition,__
Brown, et. al., Ginn & Co., 1964

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Levels / Types: Journalistic Writing

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
• that journalistic writing utilizes a format designed to meet the specific interests of several audiences.	199	9-12					
The student is able to:							
• write a newspaper article which contains: (1) the five W's (when, what, where, why and who); (2) the inverted pyramid form (significant details at the beginning of the article); (3) no statements of personal opinion; (4) identification of source(s); (5) paragraphs independent of the others in the article to allow cutting when necessary.	201 203 205						
• write headlines which give the essential information in the space allotted.	207						
• write a television or movie review, which includes basic information, explained opinion, and recommendations to the reader.	209						
• write captions for photographs and illustrations which give appropriate information within the constraints of allotted space.	211						
• write sports and news articles and human interest (feature) stories.	213						
The student values:							
• clear objective reporting of information.	213						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows that journalistic writing utilizes a format designed to meet the specific interests of several audiences.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: What's on Your Mind?
Group size: Individual
Materials: Editorials from newspapers or texts

Procedure(s):

- List the characteristics of an editorial on the board.
  1. Lead, body, conclusion
  2. Types: persuasive, appreciative, background and humorous
  3. limited idea
  4. avoid trite statements
  5. Use examples, illustrations, comparisons, contrast, use analgous situations, document statements
  6. Do not preach
  7. Makes reader think
  8. Has clear logical thoughts
  9. Important, relevant and timely
- Students read several editorials.
- Students write their own editorials taking the opposite point of view. It should be an editorial that is complete and fully understood by itself.

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Suggested Monitoring Procedures

Have students say what they think makes a good editorial and list those on the board. Add any qualities that are left off. Collect editorials and edit and grade. Read editorials aloud and ask for comments or suggestions. Publish the best editorials in the next issues of the paper.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student knows that journalistic writing utilizes a format designed to meet the specific interests of several audiences. B. The student is able to: write a newspaper article which contains: 5w's (when, what, where, why and who), inverted pyramid form, no statements of personal opinion, identification of sources, paragraphs independent of each other so they can be cut.

Related Area(s)

State Goal	1,8
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9-12

Title: It's News to Me
Group Size: entire class
Materials: several copies of newspaper

Procedure(s):
- Hand out to each student a copy of the newspaper.
- Each student reads three articles on the front page.
- Write the 5 w's and H on board (who, what, when where, why and How.
- Read aloud one lead and find w's. Discuss.
- Each student underlines the 5 w's and H in three news articles and draws line across it where he feels the article could be cut w/o harming the sense of it.
- Student circles sources that are listed.
- Checks for personal opinion and crosses it out.

Suggested Monitoring Procedures

Have students read aloud their answers to the underlining etc. and discuss responses with the class.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to write a news article which contains (1) the five W's (when, what, where, why and who); (2) the inverted pyramid form (significant details at the beginning of the article); (3) no statements of personal opinion; (4) identification of source(s); (5) paragraphs independent of the others in the article to allow cutting when necessary.

Related Area(s)

State Goal	1,8
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9-12

Title: Interviewing
Group size: Individual
Materials: Note pads and pencil

Procedure(s):

- Discuss interview process .
  1.) Learn about subject ahead of interview
  2.) Write list of questions
  3.) Make appointment
  4.) Take notes, get facts straight
  5.) Be pleasant and courteous
  6.) Check facts especially name spelling
- The students are assigned to interview speaker who comes to class., e.g., principal, etc.
- Students conduct interview .
- Students write articles .
- Articles are read aloud and discussed .
- Best article is printed if possible .

Suggested Monitoring Procedures

Grade interview stories according to correct newswriting procedures.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Lead on McDuff
Group size: individual
Materials: newspapers from other schools

Procedure(s):

. Discuss aspects of a good lead: under 30 words, a summary of key ideas of article, catches reader interest, etc.
. Pass out papers.
. Cut out five articles with good leads and paste them into notebook.
. Identify leads.
. Identify 5 w's (why where, what, when, who) and H included in the article.
. Begin list of do's and don't's in writing leads.
. Compare and discuss lists in class.
. Students take notes and write leads for each.
. Put into notebook next to other leads.
. Students read leads aloud and select best ones and discuss why.

Suggested Monitoring Procedures

Listen and make comments during student participation.

Possible Resources

Adams & Stratton, Press Time,
Prentice-Hall,
Englewood Cliffs, New Jersey, 1975.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write a news article which contains (1) the five W's (when, what, where, why and who); (2) the inverted pyramid form (significant details at the beginning of the article); (3) no statements of personal opinion; (4) identification of sources; (5) paragraphs independent of the others in the article to allow cutting when necessary.

Related Area(s)

State Goal	1,8
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Newswriting Group size: Individual or pairs Materials: Ditto sheet with reporters notes and daily newspapers Procedure(s): . Discuss news writing process; A. obtain all the facts B. Write the lead C. Plan and write the body of story D. Use good newspaper paragraphs E. Name your authority F. Use direct quotes to brighten your story G. Stop writing when facts have been given . Give reporters notes scrambled on ditto. . Students write complete news story in correct form from notes. . Read stories aloud. . Each person finds news story in paper and cuts paragraphs apart. Exchange paragraphs with another student. Each arranges the paragraphs in order. Compare results with original order. Discuss relative news value of facts of each.	When stories read aloud, discuss qualities of best stories. Discuss with students how they did on organization of cut up news stories and whether paragraphs should or could be left out.	District Resources

Suggested Activities: Grade(s) ______

Title: News Writing

Group Size: Individual, and class

Materials: Five news stories from newspapers in which the facts have been put in scrambled order and paraphrased

Procedure(s):

- Read aloud and have students take notes on articles prepared ahead of time.
- Students use notes to write news articles
- Review proper news writing techniques and have students follow them in writing articles
- Ask for volunteers to read their articles aloud.
- Compare and discuss articles as to good lead, title, organization etc.

Suggested Monitoring Procedures

Make suggestions to students on how they could improve their articles after they read them aloud.

Possible Resources

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write headlines which give the essential information in the space allotted.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 10-12	Suggested Monitoring Procedures	Possible Resources
Title: Sharing Heads **Group Size:** individual, class **Materials:** articles students have written, articles written in major newspapers, etc. **Procedure(s):** . Read articles to class. . Have students write headlines for articles. If you wish, give students some specifications as to # of characters & lines, include kicker, etc. . Have students share headlines, write original headline on board and discuss it.	Teacher will bring articles for students to read, critique student suggestions, lead class discussion.	Press Time, Adams & Stratton, Prentice-Hall, Englewood Cliffs, NJ, 1975.
Title: Write a Head from a Lead **Group Size:** Individual **Materials:** Worksheet **Procedure(s):** . Provide students with a worksheet of possible student leads. Tell them to select the key words from each lead to create a headline. Example(s): The Central High Band, under the direction of Mr. Harold Johnson, will play for the Columbus Day program at the city auditorium October 12. The band will play 4 selections. BAND TO PLAY COLUMBUS DAY BAND CELEBRATES COLUMBUS DAY	Teacher will pass out worksheet and offer self as resource person.	District Resources

Suggested Activities: Grade(s) 10-12

Title: Bad Heads
Group Size: individual
Materials: students bring in examples of heads that violate headline principles

Procedure(s):

. Discuss headlines' problems.
  1. What is wrong with headline?
  2. Can meaning be easily ascertained?
  3. Would you want to read article following it?

Suggested Monitoring Procedures

Teacher will act as group discussion leader.

Possible Resources

Press Time, Adams & Stratton, Prentice-Hall, 1975.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write a television or movie review, which includes basic information, explained opinion, and recommendations to the reader.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 11-12	Suggested Monitoring Procedures	Possible Resources
Title: Review the Review **Group Size:** individual, class **Materials:** a local newspaper review of a concert, TV show, play or movie **Procedure(s):** Have students select a review to bring to class. Have them write a critique organizing it around the following topics: 1.) Basic information given 2.) Explained opinion (what the reviewer thought) 3.) Reviewer's recommendations (should we see what he saw?)	Teacher will act as class discussion leader, will collect papers, correct.	
Title: Write a review **Group Size:** Individual/class **Materials:** A T.V. show or movie (teacher could show one movie to whole class) **Procedure(s):** . Have students write a review containing basic information, their explained opinion, and recommendation for the reader.	Teacher will offer individual help, collect papers, & correct.	District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write captions for photographs and illustrations which give appropriate information within the constraints of alloted space.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Cut the Caption
Group size: Individual
Materials: A picture w/out a caption, but with a story that goes with it

Procedure:

- Pass out pictures or paste one large on blackboard or put on overhead. Then provide students with copy of stories or read the story to students.
- Assign students to write caption for picture. Have them share captions with each other, offering suggestions.
- Then tell students to write captions with a specific number of characters. Have them exchange articles.

Title: Analyze a picture
Group size: Individual, groups
Materials: Pictures, large if possible

Procedure(s):

- Have each student critique a picture answering the following questions.
  1.) Does the picture convey a special meaning to you?
  2.) How could it contribute to the story?
  3.) How does the picture affect you?
  4.) What is the overall purpose of the photo?

Suggested Monitoring Procedures

Teacher will lead class discussions, offer individual help, etc.

Teacher will provide class with picture, lead discussions, etc.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to write sports and news articles and human interest (feature) stories. B. The student values clear objective reporting of information.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Sports Writing Review **Group size:** whole class **Materials:** notes, paper, pens, newspapers **Procedure(s):** • Through lecture or in written form provide the class with information on sports writing requirements. Remind them that they should know sports rules, strategy, team and player records, observe accurately, know players and coaches, take notes quickly, support all opinion, use specialized language for particular sport recorded (but not so technical readers could not understand it), avoid sports slang and trite expressions. • Then provide students with school or daily papers and have them find a sports story to critique as far as the writers' knowledge of players and coach, special terms, etc.	Teacher will lecture, provide students with papers, collect materials, and offer individual help.	English & Hach, Scholastic Journalism, Iowa State University, Ames, Iowa, 1978. Writing & Editing School News Publishing Company, Caldwell, Idaho, 1977.
Title: Sports writing **Group Size:** Individual **Materials:** Paper, pen, athletic event **Procedure:** • Have students write an advance story on a coming athletic event in your school, either boys' or girls' activity. Then have the students attend the event and write a follow-up story.	Teacher will offer individual help and suggestions, collect and critique papers.	District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
Title: Analyzing Features Group size: Individual Materials: Newspapers Procedure: . Clip from school and daily newspapers 5 different types of feature stories (news-feature, informative-feature, personality skitches, human interest). In a short paragraph for each clipped story, explain why the story is feature material rather than straight news.	Teacher will provide students with newspapers, collect and critique materials.	
Title: Writing feature stories Group size: Individual Materials: Paper, pen Procedures: . Have students find a topic within the school on which to write a feature story. Then have students research, interview and prepare for story. Then have them write the story.	Teacher will provide students with individual help and suggestions, collect and critique papers.	
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student values clear objective reporting of information.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9 -12

Title: Read for Errors
Group size: Individual
Materials: List of sentences, copyreader's symbols

Procedure(s):

- Hand out a ditto sheet containing the following sentences and a list of copyreader's symbols.
- Students correct the following sentences so that they conform to the style rules of our newspaper.
  1. 15 students have signed up to take the special Russian Course.
  2. The award went to Kent Raist Senior, who moved here last year from Atlanta, Geo.
  3. The bill must receive a 2/3 majority to pass.
  4. The photo club will meet on March third at 3:15 o'clock.
  5. Less than twenty percent of the Senior Class have ordered books
  6. This year's drive raised $45.00 for the United fund.
  7. The pirates will play 8 league games this year.
  8. Mr. Robert O. Wells junior was appointed principal.
  9. Applications must be submitted to the head quarters: at 1,075 West Fifth Avenue, Albany, New York, 10,041.

Suggested Monitoring Procedures

Have students write the corrected sentences on the board. Discuss each correction.

Possible Resources

Activities for Journalism

Hartman and Keefe,
Laidlaw Bros., Riverforest, Illinois, 1970

Scholastic Journalism

English and Hach,
Iowa State University Press
Ames, Iowa, 1972

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: WRITTEN EXPRESSION

Levels / Types: Business Letters and Forms

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. the six parts of a business letter: heading, inside address, salutation, body, closing, and signature.	219	9-12					
. the difference between a business and social letter (see Small Schools 4-8, Letter Writing).							
. that a social letter omits an inside address.							
. that the business letter is usually written in block, solid block, or semi-block form.							
The student is able to:							
. write a business letter containing a heading, inside address, greeting, body, closing, and signature.	221						
. address an envelope (see Small Schools 4-8, Letter Writing).	221						
. write a resume.							
. provide all the required information on application forms.	233						
. fill in answers on simple test forms according to directions, such as driver's license test, or aptitude test.	225						
. write a letter of introduction and application.	225						
. write or print neatly.							
The student values:							
. importance of writing letters as a form of communication.							
. the need for neatness and accuracy when completing a form.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the six parts of a business letter: heading, inside address, salutation, body, closing and signature.

State Goal 1,8

District Goal

Program Goal 2,7

Related Area(s) Punctuation, Capitalization, Spelling, Listening

Suggested Activities: Grade(s) 9-10

Title: Test on Business Letter Form
Group size: entire class
Materials: (teacher) a business letter
(students) lined paper, pen

Procedure(s):

- Slowly read aloud a sample business letter. Have students listen carefully.
- Then read the letter aloud a second time--slowly, with frequent pauses--and each student will copy down the letter as dictated, using correct placement and form.
- Read the letter a third time so students may double check their versions.

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Suggested Monitoring Procedures

To standardize the process from class to class, the three readings of the letter may be tape recorded in advance. This would also allow the teacher an opportunity to monitor class efforts and encourage student effort.

Teacher checks student letters using Edmonds Business Letter Rating Scale.

Suggested Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to write a business letter containing heading, inside address, greeting, body, closing and signature. B. The student is able to address an envelope. C. The student is able to provide all the required information on application forms.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s) Punctuation; capitalization; spelling

Suggested Activities: Grade(s) 9-10

Title: Writing a Business Letter
Group Size: entire class
Materials:

Procedure(s):

- Students write "real" letter, selecting a company and purpose and using correct business letter form.
  Possible selections are:
  1. Write a company to inquire about an advertised product.
  2. Write a company to praise a product you've used.
  3. Write a company to order specific merchandise.
  4. Write a company to complain (politely) about a product or service you have used.
  5. Write a public official (mayor, governor, senator, dept. chairperson, etc.) about a local, state or national issue you feel strongly about.
  6. Write a local TV station to praise or criticize some program.
  7. Write a letter to the Editor of the town paper to advocate a needed school or community improvement.
  8. Write to a local company to sell advertising space in the school newspaper or yearbook
- Student folds letter appropriately for sending in long business envelope.
- Student addresses envelope correctly.

Suggested Monitoring Procedures

Check student letters for form using Edmonds Business Letter Rating Scale.

Check body content for clarity, logic, completeness of information, tone.

Encourage students, if possible, to type their letters.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
(You can use middle outside section of letter as front of envelope.) Suggested Activities: Grade(s) 9-12 Title: Letter of Permission to use Name as Reference Group size: entire class Materials: Procedure(s): . Write a letter to a person you would like to use as a personal reference, requesting the person's permission to use his/her name.		District Resources

EDMONDS SCHOOL DISTRICT NO. 15
Office of Research and Assessment
1978

Basic Academic Competency

BUSINESS LETTER RATING SCALE

Business Letter Qualities	Yes	Undecided	No
1. Correct margins on all four sides.			
2. Includes return address.			
3. Return address capitalized correctly.			
4. Includes the date.			
5. Capital letter on month in date.			
6. Return address punctuated correctly.			
7. Comma between day and year in heading.			
8. Includes name of recipient written correctly.			
9. Includes address of recipient.			
10. Recipient address capitalized correctly.			
11. Recipient address punctuated correctly.			
12. Greeting correctly placed. (Not indented or farther into margin than rest of letter.)			
13. Greeting correctly capitalized.			
14. Colon after greeting.			
15. Greeting properly formal.			
16. Letter shows consistency of form (semi-block or block).			
17. Capital letter on first word of closing.			
18. Comma after closing.			
19. Full name below closing			
20. Envelope gives complete names and addresses of both sender and recipient.			
21. Addresses are placed correctly on the envelope.			
22. Addresses are capitalized correctly.			
23. Addresses are punctuated correctly.			

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to provide all the required information on application forms. B. The student is able to write a letter of introduction and application.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Letter of Application Group Size: entire class Materials: newspaper classified ad section Procedure(s): . Student selects from the classified ads a "help-wanted" notice that is attractive. . Write a letter applying for the job. . Attach the ad to the letter to show position applied for.	Check letters for accuracy of form and clarity of content. Choose several letters applying for same type of position. Read aloud to class (without names) and ask class (acting as the employer) to choose best applicant. Review requirements of a good letter of application.	Modern English in Action, Level 12, Christ, DeHeath & Co., 1978. p. 173-175.
Title: Collecting information needed for application forms Group size: entire class Materials: Sample application forms Procedure(s): . Student will compile the information he will need to fill out an application form. A. List names and addresses of all schools attended and years and grades attended at each. Also, list courses taken which might apply toward a job skill and extra-curricular activities, hobbies. B. List, in order, from the present back to the first, the names and addresses of any employers you have had. Also record starting and leaving dates, job title, reason for leaving, rate of pay, your immediate supervisor's name and title.	Check lists to see if information is complete. Use Application Form Rating Scale Edmonds District #15	District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
C. List the names of at least three people who have known you for more than one year and who are not relatives or former employers. Be sure you get prior permission from each person you have selected to use their names as your references. Be sure you spell the names correctly, have current addresses, and know their correct titles.		
		District Resources

EDMONDS SCHOOL DISTRICT NO. 15
Office of Research and Evaluation
1978

Basic Academic Competency

APPLICATION FORM RATING SCALE

Application Form Qualities	Yes	Undecided	No
1. All information (except signature) was printed or typed.			
2. A dark-colored ink was used.			
3. All information was complete or a dash was placed in the blank.			
4. All information was in the correct place.			
5. All words were spelled correctly.			
6. Student did not volunteer negative information.			

SON form*

EDMONDS SCHOOL DISTRICT NO. 15
Office of Research and Evaluation
1978

TEACHER INSTRUCTIONS

WRITTEN ENGLISH
Basic Academic Competency

Objective: The student will know how to fill out an application form.

Additional Materials: An Application Form Rating Scale

Directions: Give each student an Application for Staff Employment form. Instruct students to complete the form just as they would if they were actually applying for a job. Do not explain any part of the form to students.

Answers:

Score according to the Application Form Rating Scale

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*This form of the test has separate-objective numbering for testing one objective at a time. Also available is the CN form (continuous numbering) for use with NCS machine-scoring answer sheets.

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EDMONDS SCHOOL DISTRICT NO. 15
Office of Research and Evaluation
1978

Basic Academic Competency

Fill in the following application form as though you were applying for a position with this imaginary firm. Choose a position for which you think you might actually qualify.

EDMONDS INDUSTRIES

Application for Staff Employment

INSTRUCTIONS: Answer each question completely and accurately. All information will be kept confidential and become part of your employment record. Print or type.

Name Last First Middle						Current Date	
Address Street City State						Telephone Number	
Citizen of U.S.A.	Yes	No	Date of Birth	Height	Weight	Social Sec.No.	

In Case of Emergency Notify Name	Address	Telephone

EDUCATION

Circle Highest Grade Completed	1 2 3 4 5 6 Elementary	7 8 9 Jr. High	10 11 12 Sr. High

Name of Last School Attended

Position Applied for	Minimum Salary Expected

Office Machines or Equipment Operated

EMPLOYMENT HISTORY

Begin with your most recent job and list all previous jobs. (Continue on back of paper, if necessary.)

Employer's Name	Position
1.	1.
2.	2.
3.	3.

Signature ______________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to write a resume.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Resume **Group size:** entire class **Materials:** **Procedure(s):** . Review contents of average resume, but concentrate on purpose of resume - to give prospective employer an idea of what you have done and can do, in relation to employer's needs. Since most high school students have somewhat limited experience as yet, students should work on conveying their personality, attitude toward work, potential usefulness to employer. Therefore students should work on a creative (but not bizarre) approach in addition to listing their past experience.		
		District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to provide all the required information on application forms.

State Goal 1,8

District Goal

Program Goal 2,7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Filling Out Business Forms
Group Size: entire class
Materials: various forms

Procedure(s):

- Discuss and supply to class a variety of business forms. Concentrate on forms they may need at this stage in their lives, but include others too.
  Suggested forms:
  - social security application
  - job application
  - withholding certificate W-4
  - Parent/School authorization for employment of minor
  - short form income tax
  - check & deposit slips
  - auto accident report
  - hunting & fishing licenses
  - health permits
  - loans & credit applications
  - birth certificate copy
  - rental lease form
  - union membership
  - insurance enrollment
  - work order or sales order forms

Suggested Monitoring Procedures

Check for completeness, clarity, and legibility

Work individually with students whose work is incomplete or unacceptable.

Possible Resources

Survival Education, Betty Hall, Binford & Mort, 2536 S.E. Eleventh, Portland, OR 97202.

Riffle the Deck, Herald Kantrovich; Stack the Deck, Inc., pub.; 10628 S. Prospect Ave., Chicago, IL 60643.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: LISTENING

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that a positive attitude toward the speaker and the topic will make listening more productive.		9-12					
. that listening for a purpose contributes to the value and efficiency of the process.	241						
. good listening habits, e.g., focusing attention on speaker, not talking to others, refraining from interrupting the speaker, paraphrasing.							
. the speaker's use of language affects listener response, e.g., establishes mood, triggers emotional reaction.							
. the nature and importance of feedback.							
. the listener has an ethical responsibility to: listen critically, determine validity of assertions, and question tactfully.							
The student is able to:							
. listen for a specific purpose, e.g., instructions, main idea, supporting details.	243						
. focus attention on speaker and adapt level of attention to purpose for listening.	239						
. evaluate oral presentations for clarity of purpose, organization, relevance of information to topic, authority and accuracy.	239						
. select from a speech the particular information desired.	243						
. recognize logical arrangements in speeches, e.g., cause and effect, problem/solution, main/supporting ideas, spatial relationships.	241						
The student values:							
. verbal communication with others as a means to refine, clarify and evaluate one's perceptions and values.							
. the human ability to auditorily receive and evaluate information.	237						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to listen for a specific purpose, e.g., instructions, main idea, supporting details. B. The student values the human ability to auditorily receive and evaluate information.

State Goal	1, 10
District Goal	
Program Goal	1, 3,

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Listening to main ideas
Group Size: Entire class
Materials: None

Procedures:

- Read a description of a physical scene to the class. Tell them to draw pictures of what they heard. Compare pictures and let class tell others why the drawings are "right" or "wrong." Re-read the description.
- Read aloud a poem, and encourage students to discuss feelings.
- Make up title for poem and discuss alternatives.
- Play a narrative song. Have students write about the story behind the words.
- Select narrative material and read aloud. Have students act out the scene they have heard.
- Read descriptions of well-known people and have students guess their names. Make them give reasons for their answers based on what was read.
- Discuss a controversial topic. Tape the discussion. Ask students, as they hear the tape, to separate essential from nonessential ideas - to separate ideas that strengthen the argument from those that have little to do with the topic.
- Record radio advertisements or television commercials (those that have specific propaganda techniques). Explain propaganda to the class and, as they listen, see if they can identify

Suggested Monitoring Procedures

Never speak while another is speaking.

Wait for entire class to be silent before you speak, to demand respect and to teach listening habits.

Possible Resources

District Resources

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Suggested Activities: Grade(s) ______

the techniques used.

. Obtain records or tapes of spoken-word literature. After each is heard, discuss meanings obtained by "listening between the lines." Play similar records and stop the needle at 30-second intervals. Ask students to anticipate the next action.

Title: The Story Teller
Group Size: Groups of six
Materials: Tape recorder

Procedures:

- Send six students out of the room (label them A-F for explanation)
- Read a short, dramatic passage to the remaining class members
- Call student A back into the room
- Ask him to listen carefully as someone repeats the story that was read.
- Ask student A to relay the story to student B as he enters the room
- Following the same procedure, B tells C, C tells D, D tells E, and E tells F.
- Play back the entire recording, discussing after each version how the story changed as it was passed along. Discuss what was left out and what was added.

Suggested Monitoring Procedures

Tape record each version of the story, including the first version which was read.

Give special attention to discussion of emotions and how they can change what we hear.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to focus attention on speaker and adapt level of attention to purpose for listening B. The student is able to select from a speech the particular information desired. C. The student is able to evaluate oral presentations for clarity of purpose, organization, relevance of information to topic, authority and accuracy.

Related Area(s)

State Goal	1
District Goal	
Program Goal	1, 3

Suggested Activities: Grade(s) 9-12

Title: Focusing Attention
Group Size: Entire class
Materials: Speeches which may be read to the the class, or speeches given within the content of a speech class

Procedures:

- Compose a five-minute speech strongly in favor of an unfavorable premise. Support it with one-sided evidence. Deliberately leave out all which would contradict the premise. Ask students their response to the speech. Let them analyze why they listened so well.
- Lead discussion to speakers they have heard and liked--Speakers who have not held their attention. What qualities do speakers need? Of what importance is the topic when dealing with listening skills?
- Listen to second speech. Listen for only 30 seconds. Stop and have class make suppositions as to what may follow.
- Tape a speech the students are listening to. Play back the tape so students try to remember the sequence which followed.
- When a guest speaker is coming to school, discuss first what he may talk about and the order in which he may present the material. Ask students to take notes outline the guest's speech.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

After the speech, have another discussion concerning what the guest spoke about. Direct the second discussion toward determining the organization of the speech and the main points covered.

Title: The Interrupter
Group Size: Entire Class
Materials: None

Procedures:

- This exercise must be done in conjunction with another class assignment. It may be done anytime the students are busy in a "quiet-type" assignment, working individually.
- Arrange before class time to have several people come in to interrupt the study period:
  - (1) a student aide who will deliver a message to one person
  - (2) a secretary who will announce to a segment of the class something which refers to a few (as...all seniors who have not had vision rechecks..)
  - (3) a teacher (better, the teacher conducting this class) will make a brief announcement of some concern, as a missing sweater, or a change in the class assignment.
  - (4) The principal interrupts the class to bring up something that concerns the entire school.
- Stop the students 15 minutes before the class is ended, and discuss with them how much attention they gave to each new person in the room--how long they listened, what degree of attention was registered on the speaker, and especially, why they listened.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that listening for a purpose contributes to the value and efficiency of the process. B. The student is able to recognize logical arrangements in speeches, e.t., cause and effect, problem/solution, main/supporting ideas, spatial relationships.

State Goal 1,10

District Goal

Program Goal 3,6

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Listening for Supporting Ideas
Group Size: Entire class
Materials: Speakers

Procedures:

- Divide the class into 4 or 5 groups.
- Explain supportive details:
  - Explanation
  - Analogy or comparison
  - Illustration (hypothetical or factual)
  - Specific instance (example)
  - Statistics
  - Testimony
  - Restatement
- Give examples of how each are used.
- Assign to the class speeches that are to be developed by 1 or 2 methods of support (As, group 1 develops his speech using illustration and statistics).
- Allow 1 - 2 days to prepare a 5 minute speech.
- When speeches are presented, class jots down notes: They write the type of supportive detail and the beginning sentence that introduces that detail.
- As soon as the speech is finished, match the ideas jotted down by the class with those statements made by the speakers.

Suggested Monitoring Procedures

Much time must be spent on explaining supportive details. Perhaps 2 or 3 days may be spent just reviewing this.

Possible Resources

District Resources

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) A. The student is able to listen for a specific purpose; e. g., instructions, main idea , supporting details. B. The student is able to select from a speech the particular information desired.

State Goal	1, 8
District Goal	
Program Goal	I, 6

Related Area(s) __________

Suggested Activities: Grade(s) 9 - 12	Suggested Monitoring Procedures	Possible Resources
Title: Listening to Words **Group Size:** Entire class **Materials:** None **Procedures:** . Speak the last syllable of a word to the class ("ick," for example). Ask pupils to speak aloud many words ending with the same sound. . Whisper a message to one student. Have him/her relay the material to the next student, and so on. Ask the last one to repeat the message. . Give students a first word, such as "the"; then call on another to add a word, as "The house...". The game continues until a participant fails to repeat the words correctly or to add a word which makes sense. . Give increasingly difficult instructions to one student and then another. Continue until one fails to follow instructions correctly. . When students are absent, give those present the responsibility of summarizing instructions missed. . Select written material that contains words unfamiliar to students. Read aloud and ask students to seek out the words' meanings from context clues.	Make a policy of not repeating instructions. If repetition is necessary, call on students to repeat what was stated.	District Resources

Suggested Activities: Grade(s) _______

Title: Listening to Directions - The Maze (" A-Mazing Experience")

Group Size: Groups of two

Materials: Tape recorder, Blindfold, Boxes desks, (obstacles)

Procedures:

- Arrange an obstacle course, or maze, in the classroom from boxes, desks, or whatever is handy.
- Blindfold one student who will go through the maze.
- Have a second student dictate instructions into the tape recorder as the first walks or crawls or stumbles through the maze.
- When the first student reaches the end (or gives up) blindfold the second student, play back the tape, and let him/her try to scramble his/her way through.

Suggested Monitoring Procedures

Keep class's attention on the student in the maze and the instructions given, but don't allow noise from them which would distract the student or garble the tape recording.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: SPEAKING

General Oral Communication

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. communication depends upon speaking distinctly with adequate volume to be understood.	247	9-12					
. the larger the audience, the more care must be given to articulation.	247						
The student is able to:							
. use gestures that are natural, appropriate, and selective.	249						
. establish and maintain eye contact with the audience in order to gain attention and utilize feedback.	251						
The student values:							
. humor.							
. responsible decision-making, i.e., decisions based on adequate, accurate and relevant information.							
. consistency between one's values and one's behavior.							
. conversation as a social gesture and an avenue to meaningful dialogue.							
. discipline and concentration.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows communication depends upon speaking distinctly with adequate volume to be understood. B. The student knows the larger the audience, the more care must be given to articulation.

State Goal 1, 7

District Goal

Program Goal 1,6,8

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Speak Distinctly & Clearly
Group size: pairs, groups of 8
Materials: none

Procedure(s):

- Begin the class by talking about the importance of speaking clearly and loudly enough for the situation.
- Read a sentence 4-5 times, once quietly, once mumbling, once too loudly, once to quickly, once perfectly, etc. to illustrate the importance of correct articulation and volume.
- Break the class into groups of two and have them carry on a conversation on a selected topic, being careful to note how they should speak.
- Have the others offer suggestions or point out the strengths of the speakers.
- Have each student speak his opinion on the topic discussed in front of the class (or use some other idea, i.e. pet peeve, favorite thing) and have the student speak, paying attention to volume and enunciation.
- Have class discuss each speaker's strengths and weaknesses.
- Have speaker discuss own strengths and weaknesses.

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Suggested Monitoring Procedures

The teacher will act as leader, dividing groups into pairs and small groups. Then teacher will critique speakers, offering suggestions and giving praise.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) The student is able to use gestures that are natural, appropriate, and selective.

State Goal	1,7
District Goal	
Program Goal	1,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Being Aware of Gestures
Group size: individual, pairs, entire class
Materials: none

Procedure(s):

- The teacher will lecture the class on a topic, probably related to public speaking.
- For the first part the teacher will use no gestures.
- Then the teacher will comment on his/her use of gestures and use them naturally, then will give examples of "forced" gestures.
- Then divide the class into groups of two and instruct them to tell each other a story, using natural gestures.
- For homework, the teacher will instruct the students to watch at least 3 different persons use gestures during the day, noting the speaker's gestures, for discussion the next day.
- Deliver a "sample" speech to the class, preferably related to public speaking.
  For the first part use no gestures.
  Then comment on the use of gestures, use them naturally and also model examples of "forced" gestures.
- Then divide the class into groups of two and instruct them to tell each other a story, using natural gestures.
- For homework, instruct the class to watch at least three different people use gestures during the day, noting the speaker's use of gestures to discuss the next day.

Suggested Monitoring Procedures

The teacher will act as group discussion leader.

Possible Resources

District Resources

9

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources
438		439

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student is able to establish and maintain eye contact with the audience in order to gain attention and utilize feedback.

State Goal 1,7

District Goal

Program Goal 1,6,8

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Eye to Eye
Group Size: **Pairs**, small groups, whole class
Materials: None

Procedure(s):

. Lecture the class on eye contact using appropriate and inappropriate eye contact.
. Divide the class into pairs instructing the students to talk to each other (tell a story, give an opinion) maintaining direct eye contact.
. Class will then discuss how difficult it is to maintain direct eye contact, but then break into small groups maintaining eye contact with group members.
. Ultimately students will speak in a one-to-many situation maintaining eye contact with audience members and not the clock, back wall, notes, or floor.

Suggested Monitoring Procedures

The teacher will act as example and lecturer. The teacher will divide class into groups and walk around the room offering suggestions and praise.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: SPEAKING

Discussion / Conversation	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. face-to-face communication involves interaction between speaker and listener, including eye contact, nonverbal expressions, and responses.	255	9-12					
. the basic elements of courtesy desirable in person-to-person conversation, group conversation, and telephone conversation.	257						
. ways to increase effectiveness in group communication: (1) be informed on topic, (2) act as a catalyst, (3) examine one's own motives, (4) be aware of group sensitivities, (5) utilize effective communication skills.							
. discussions usually have one purpose: to exchange ideas, or to reach an agreement (consensus).	259						
. the steps a group member should take to prepare for a discussion: (1) review personal knowledge, (2) bring information up to date, (3) determine a tentative point of view, (4) relate facts and ideas to the problem and people involved.	261						
. the responsibilities of a discussion leader including: (1) to prepare an overall outline, (2) to begin with an opening statement, (3) to guide the meeting, (4) to encourage participation, (5) to moderate conflicts, (6) to develop consensus.	259						
The student is able to:							
. frame topics conversationally.	263						
. react to thoughts that others express by clarifying, qualifying, extending the idea, or drawing a conclusion.	263						
. "stick to the point," keeping remarks relevant.							
. summarize the main points of the discussion and the resulting decisions.	263						
. initiate group activity for specific purposes, e.g., sharing ideas, producing a report, structuring inquiry.							
. use ideas, data and criticisms of others to further and improve own work.							
. challenge assertions made by others in discussions.							
. modify position when information warrants such change.	261						
. participate in a meeting according to the rules of parliamentary procedure.	265						
. assume a leadership role when appropriate.	261						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student knows that face-to-face communication involves interaction between speaker and listener, including eye contact, nonverbal expressions and responses.

State Goal	1, 7
District Goal	
Program Goal	1,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Puzzle Game

Group Size: 5 **students**

Materials:

1) 5 puzzles each forming same shape made out of cardboard: 5 squares, 5 triangles, 5 circles (all 5 will be cut out differently)
2) 5 envelopes containing different parts from all 5 puzzles
3) 5 tables

Procedure(s):

- Each student in group will have an envelope containing cardboard puzzle parts. No student will have all parts to one puzzle.
- The group's purpose will be to put all 5 puzzles together with these limitations.
  1) No member may speak
  2) No member may ask another member for a piece or in any way signal that another person is to give a piece. (Members may voluntarily give pieces to other members.)
- The purpose will be for the students to become aware of other student's needs, facial expressions, etc.
- It will also point out the importance of interaction between speaker and listener, verbal expressions, etc.

Suggested Monitoring Procedures

The teacher will give directions and monitor activities by walking around observing, making sure students adhere to rules.

Possible Resources

District Resources

The previous numbered page in the original document was blank

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

447

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) The student knows the basic elements of courtesy desirable in person-to-person conversation, group conversation, and telephone conversation.

State Goal	1,7
District Goal	
Program Goal	1,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Pretend to be Rude and Courteous **Group Size:** Whole class, individual dyads **Materials:** None Procedure(s): . Set up several role playing situations where students will act out situations, telling them to be rude in one situation, courteous in another. Example(s): . Friends on telephone . Calling cleaners on phone because they failed to put your favorite dress with the clothes you picked up . Telling your best friend diplomatically that you don't like his/her haircut. . Working in a small group trying to pick a prom theme. . After role playing, discuss the situations and why it would be important to be courteous, etc.	The teacher will lecture class, make assignments, and encourage students.	District Resources

449

450

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

451

452

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows discussions usually have one purpose: to exchange ideas or to reach agreement (consensus). B. The student knows the responsibilities of a discussion leader including: (1) to prepare an over-all outline, (2) to begin with an opening statement, (3) to guide the meeting, (4) to encourage participation, (5) to moderate conflicts, (6) to develope consensus

Related Area(s)

State Goal	1,7
District Goal	
Program Goal	1,6,8

Suggested Activities: Grade(s) 9-12

Title: Observe Groups
Group Size: Individual
Materials: None

Procedure(s):

. Instruct students to observe 3 different groups, writing down observations on how the groups exchange ideas and/or reach agreement and how the discussion leader handles the group's task.
. Suggested groups:
  a) school prom committee
  b) faculty meeting
  c) local city council
  d) sports team
  e) state legislature
  f) town meeting
  g) local interest group (library guild, bird watchers)
  h) legal conferences
  i) armed forces, etc.
. Discuss observations after completion.
. Turn in written work.

Suggested Monitoring Procedures

The teacher will suggest groups, make arrangements for students to visit particular groups, lead discussion after observations, and critique observations.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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456

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the steps a group member should take to prepare for a discussion: (1) review personal knowledge (2) bring information up-to-date (3) determine a tentative point of view (4) relate facts and ideas to the problem and people involved. B. The student is able to modify position when information warrants change. C. The student is able to assume a leadership role when appropriate.

Related Area(s)

State Goal	1,7
District Goal	
Program Goal	1,6,8

Suggested Activities: Grade(s) 9 - 12

Title: Desert Isle
Group Size: 5-7 persons
Materials: Ditto, paper, pens , worksheet

Procedure(s):

- In small groups give the students the following assignment:

  Ten people are stranded on a desert isle. They are a college football player, a scientist, a doctor, a teenage girl, pregnant woman, elderly diabetic man, English teacher, vice-president of the United States, a mother, and a world-famous musician. You are able to miraculously rescue 5 of them--but 5 only. The rest will remain on the island forever. Who will you save? Choose a group leader or volunteer to be one.
- Allow students time to make choices.
- After awhile alert them to assumptions they may be making--is the doctor a PhD. or medical? Is the elderly man 65 or 90?
- Have groups report back to class.

Suggested Monitoring Procedures

The teacher will walk around the groups, listening and making suggestions.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to frame topics conversationally. B. The student is able to react to thoughts that others express by clarifying, qualifying, extending the idea, or drawing a conclusion. C. The student is able to summarize the main points of the discussion and the resulting decisions.

State Goal	1,7
District Goal	
Program Goal	1,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources

Title: Small Group Discussion Problem Solving

Group size: 5-7 persons

Materials: research materials, paper, pens, notes

Procedure(s):

- Through class discussion or in written form pose several problems for the class which will allow them to apply the above objectives for group problem solving.
- In small groups instruct the class to plan a discussion of public concern that has a central problem to it.
- Begin the preparation of a cooperative bibliography; in other words, have each group member responsible for collecting information from each general category of reference sources: recent books, magazines, newspapers, etc.
- Have each person give a report back to the group on what he/she gathered.
- Instruct group to choose a problem from their topics and then solve it. They will do much of the problem solving in front of the class using data from the information they have collected.
- While other groups are speaking, the other class members should be careful to make observations about the group discussion members.
- After each discussion the other class mambers will critique the students, pointing out good points but also any irrelevant comments made, any deviation from the topic, or insensitivity

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
to others' comments. . Each group member will be required to write out a summary of what the group accomplished. Teacher will collect and critique.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9 - 12

Student Learning Objective(s) The student is able to participate in a meeting according to the rules of parliamentary procedure.

State Goal	1, 7
District Goal	
Program Goal	1,6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: Parliamentary Procedure Group Size: Whole class Materials: None Procedure(s): . Tell the class that they are all members of a town being considered for a nuclear plant facility. . Some members should be for the plant, others against. . Choose a mayor, city council, secretary, etc. . Run the meeting according to all parliamentary procedure rules.	The teacher will observe class after stating rules and assigning roles.	**Roberts Rules of Order**
Title: Parliamentary Observation Group Size: Individual Materials: None Procedure(s): . Take class or require them to attend a meeting where parliamentary procedure is used--a city council meeting, local veterans club, education association meeting, student council, state legislature, town meeting, U.S. Congress, United Nations, etc. . Have students take notes on observations. . Discuss how parliamentary procedure aided the process.	The teacher will give and collect assignments and act as group discussion leader.	District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: SPEAKING

Speech Making

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
. that personal interests and experiences are valid sources of speech topics.		9-12					
. that a speech topic should be important to both the speaker and the audience.							
. that a speech must be organized so that the listeners can understand the major thesis and supporting facts.							
. that supporting points clarify and support the central idea of a speech.							
. that main points may have different arrangements such as: chronological, climactic, logical (problem-solution, cause-effect, sequential, or spatial).							
. that a speech may be impromptu, extemporaneous, memorized, read from a manuscript or a combination of these.							
The student is able to:							
. formulate an outline for a speech.							
. use notecards, eye contact and gestures appropriately.							
. phrase the central idea of a speech in a thesis sentence.							
. use supporting points to describe, clarify and support the central idea.							
. adapt the formality of the speech (both in language and content) to the audience being addressed.							
. classify and organize facts, ideas, or arguments in such a way as to facilitate audience understanding and retention.							
The student values:							
. organization and planning (including outlining and note cards) as aids to delivering an effective speech.							
. a well-delivered speech.							
. constructive criticism which is tactful, specific and significant as a valuable aid to improvement.							

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a speech topic should be important to both the speaker and the audience. B. The student is able to use supporting points to describe, clarify and support the central idea. C. The student values constructive criticism which is tactful, specific and significant as a valuable aid to improvement.

Related Area(s)

State Goal	6,7
District Goal	
Program Goal	1,8

Suggested Activities: Grade(s) 9-12

Title: "Sell" - "Don't Sell"
Group size: entire class
Materials: each student is given a 3x5 card on which is written a description of a product plus one of the following words: "Sell" - "Don't Sell"

Procedure(s):

- Allow students 15-25 minutes to outline and write a speech about a given product to convince the audience either to buy or not buy their product.
- After each person gives his/her speech, have the class vote on whether or not they would buy the product. If the class is sophisticated enough, they may do the opposite of what they are sure the speaker wants, and this can be used positively to talk about overkill and subtlety.

Suggested Monitoring Procedures

Suggested Resources

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a speech may be impromptu, extemporaneous, memorized, read from a manuscript or a combination of these. B. The student values a well-delivered speech.

State Goal	6,7
District Goal	
Program Goal	1,8

Related Area(s)

Suggested Activities: Grade(s) 9 - 12

Title: Impromptu
Group Size: Individual
Materials: Paper bag, uniformly sized slips of paper

Procedure(s):

- Each student writes one or more impromptu topics on paper.
- Transfer these to the uniformly sized pieces of paper, re-wording topics if necessary, and collect in paper bag,
- Student one selects a topic, reads it aloud and proceeds to answer the question or speak on the subject for 30 seconds. The student remains seated for this first exposure to impromptu.
- Move around the room repeating the procedure until all students have spoken.
- Return the topics and repeat the procedure; only this time require the students to stand and speak in front of the class.

Note: Using the same topics for both exercises will ease the student's nervousness.

- This may be repeated several times until students reach a satisfactory degree of mastery, then replace the old questions with new ones.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows that a speech must be organized so that the listeners can understand the major thesis and supporting facts. B. The student knows that the main points may have different arrangements such as: chronological, climatic, logical (problem-solution, cause-effect, sequential or spatial). C. The student is able to adapt the formality of the speech (both in language and content) to the audience being addressed. D. The student is able to classify and organize facts, ideas or arguments in such a way as to facilitate audience understanding and retention.

State Goal	1,7
District Goal	
Program Goal	7,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Possible Resources

Title: Inform Them
Group size: individual, group
Materials: Chalkboard, pen & paper

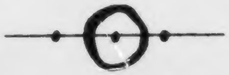
Procedure(s):

- Have students prepare and deliver a 1-3 minute speech to inform the audience how to get somewhere.
- The audience follows the speaker's instructions and draws the map.
- The speaker collects the maps to see how well they gave the simple instructions.
- Student will write a short estimate of his/her effectiveness and hand it and the maps to the teacher.

Variation(s):

- The speaker may give instructions for drawing a simple design.

Example:



Title: This is the Story
Group size: individual
Materials:

Procedure(s):

- Prepare a 2-4 minute speech to inform relating just one incident in the life of a famous person.

Example:

Helen Keller's entrance into college.
Lincoln's assassination.

District Resources

Suggested Activities: Grade(s) ______

Title: Chalk Talk
Group size: individual delivers to large group
Materials: Chalkboard, pen & paper

Procedure(s):

- Prepare a speech by analyzing the audience and selecting a subject of interest to the audience.
  Suggestions:
  The eye, the ear, types of barns, a wedding reception line.
- Narrow the topic so it can be adequately developed in 2-4 minutes.
- Gather accurate, specific material from at least one source.
- Organize the material in a clear step-by-step pattern, that reinforces with repetition and compares the known to the unknown. Include at least two specific attention factors.
- Prepare a drawing to aid the listener's understanding and retention.
- Practice the drawing while rehearsing the speech.
- Deliver the speech.

Title: Commercial, Commercial
Group size: individual/large group
Materials: Television

Procedure(s):

- Videotape examples of television* commercials that use different organizational patterns, such as: chronological, climatic, logical, cause-effect.
- Show to students and discuss the patterns used.

Variations:

(1) If videotaping is not possible, student may find commercials and write a brief synopsis of it to be discussed with the class.
(2) After viewing & discussing commercials, students prepare and deliver a commercial of their own. The product should be original to avoid plagiarism.

Suggested Monitoring Procedures

Possible Resources

Movies:
Public Speaking:Fundamentals
13 minutes, color. Coronet.
Discusses speech, audience, speaker Emphasizes researching and organizing material, watching audience reactions and rehearsing.

*If teacher desires to videotape commercials, it is suggested they write to the company stating the objectives and planned use of the commercials.

Oral Communication: Planning a Speech. 15 minutes. Color. McGraw.
Shows how to select a topic and organize a speech.

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to use note cards, eye contact and gestures appropriately. B. The student knows that personal interests and experiences are valid sources of speech topics.

State Goal	1,6,7
District Goal	
Program Goal	1,7,8

Related Area(s) Writing - Revising, Research Paper

Suggested Activities: Grade(s) 9-12

Title: The Pantomime
Group size: individual
Materials:

Procedure(s):

- Present information on the importance of using appropriate and meaningful bodily actions.
- Stress the fact that the actions should be free, relaxed, easy motions.
- Review general types of hand and arm gestures:
  Examples:
  Pointing - use the index finger in a vigorous movement; palm - up (one or both hands) this is seen most when giving or receiving, whether it be an idea or object.
- Students choose an act to pantomime.
  Examples:
  A robbery, building something, flying an airplane.
- Prepare a 50-100 word complete sentence outline of the pantomime.
- Rehearse the meaningful actions that tell something.
- Before beginning performance, student should check to make certain that all props are properly placed.
- Remind students (1) to stay in character, (2) complete any activity they begin, for example, if dressing for a party, do not forget to put shoes on.

Suggested Monitoring Procedures

Suggested Resources

Books on body language would be helpful.

Carlile, Clarke, Basic Speech Experiences, Clark Publishing Co. 1966.

Public Speaking: Fundamentals
13 minutes. color Coronet. Discusses speech, audience, speak Emphasizes researching and organizing material, watching audience reactions, rehearsing.

District Resources

Suggested Activities: Grade(s) ______

Title: A Picture Tells It All
Group size: entire class
Materials: old magazines and newspapers

Procedure(s):

- Have students collect pictures from magazines and newspapers that show people making effective gestures or talking with their bodies.
- Discuss in class the attitudes their bodies show.

Variations:

- These pictures could be mounted on paper and collected in a notebook.
- These pictures could be used for a bulletin board.

Suggested Monitoring Procedures

Suggested Resources

Movies

Public Speaking: Movement and Gesture. 11 mins. color Coronet
Discusses techniques for appropriate movement.

Improving Your Posture. 11 mins. color Coronet.
Shows kinds of messages poor posture communicates.
Directions for good posture.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to use note cards, eye contact and gestures appropriately. B. The student knows that personal interests and experiences are valid sources of speech topics.

State Goal 1,6,7

District Goal

Program Goal 1,7,8

Related Area(s) Writing - Revising, Research Paper

Suggested Activities: Grade(s) 9-12

Title: "How to"

Group size:

Materials:

Procedure(s):

- Have student select a subject which they can demonstrate while talking about it. For example, how to take a picture, how to wrestle, box, use a golf club.
- Then have student prepare a 75-100 word complete sentence outline, and rehearse the speech using the outline.
- As a final step have the students reduce the outline to speaking notes with a 10 word maximum.

Title:

Group size:

Materials:

Procedure(s):

Note: This activity is to be used at start of speech unit.

- Discuss and demonstrate appropriate gestures required of a speaker from the moment a speaker's name is called to the moment the speaker sits down.
- Students, as their names are called, get up from their desks, walk to front of room, stand appropriately, establishes eye contact with five people, and return to their desk without disturbing others.

Variations:

- After establishing eye contact, student will deliver a one line speech.

Suggested Monitoring Procedures

Teacher should stress the desirability of selecting a topic the student knows about.

Suggested Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to use notecards, eye contact and gestures appropriately. B. The student values a well-delivered speech.

State Goal	1,7
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources

Title:
Group size: entire class
Materials: two short high interest teacher-prepared speeches with 5-10 question quizzes for each, paper and pencils

Procedure(s):

- Select two students of comparable speaking ability and coach both privately on their speeches so the delivery will be as nearly the same as possible, except have one student look at the floor, out the window, ceiling, etc., anywhere but at the audience. The other student should establish eye contact whenever possible with different members of the audience.
- Then without discussion or prior notice, have the students give both speeches followed by quizzes. Hopefully there will be more right answers on the quiz information given by the student making eye contact.
- Discuss with students, the differences in delivery of each speech. Ask students to compare how they felt with the speaker looking away from them, as when the speaker was looking directly at them.
- Have students evaluate each style of presentation and decide which style is most effective in conveying the message.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Suggested Resources

Title: Nonverbalizing
Group size: individual
Materials: slips of paper containing words that are indicative of gestures

Procedure(s):

- Teacher discusses with class the meaning of gestures conveyed by expressions of eye, mouth, hands, and other body parts.
- Student chooses slip of paper containing word or direction. Student must use gesture, no vocalization, to indicate direction.
  Example: "Come here"
  Student may move head or finger, eyes, whatever.
- Students may want to elaborate by doing something different from first person, by combining gestures, or by showing emotion.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to classify and organize facts, ideas or arguments in such a way as to facilitate audience understanding and retention. B. The student knows that the main points may have different arrangements such as: chronological, climactic, logical (problem-solution, cause-effect sequential or spatial). C. The student values a well-delivered speech.

State Goal	1,7
District Goal	
Program Goal	7,8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Possible Resources
Title: This is the Way it Was **Group size:** entire class **Materials:** **Procedure(s):** . Have student prepare and deliver a 2-4 minute speech to inform, relating one historical incident. **Examples:** Bombing of Pearl Harbor The Boston Tea Party		Tanner, Fran, *Creative Communication*. Clark Publishing Co. 1973.
Title: Explain it, Please **Group size:** entire class **Materials:** **Procedure(s):** . Prepare and deliver a 2-4 minute explanation of a procedure. **Examples:** How a bill becomes a law. How blood is circulated in the body.		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: SPEAKING

Oral Interpretation

	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
• the steps in preparing a poem for oral reading: analysis of meaning, mood, meter and rhythm.		9-12					
• steps in analyzing the thought of a prose selection: reading for general meaning checking word meaning checking word grouping analyzing figures of speech							
• listeners give the oral reader clues as to his or her effectiveness, both auditory, (e.g., laughing, clapping, sighing) and visual, (e.g., movement, facial expression.)	287						
The student is able to:							
• select a passage from a story or novel that is appropriate for oral interpretation.							
• establish a relationship with the audience, e.g., build interest, trust and an appropriate climate for the purpose.	285						
The student values:							
• effective oral interpretation of prose or poetry.	287						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows listeners give the oral reader clues as to his or her effectiveness, both auditory (e.g., laughing, clapping, sighing) and visual (e.g., movement, facial expression). B. The student is able to establish a relationship with the audience, e.g., build interest, trust and an appropriate climate for the purpose.

State Goal	1,10
District Goal	
Program Goal	3,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Presenting Oral Reading
Group size: entire class
Materials: selections made by students for oral reading

Procedure(s):

- Emphasize to students the importance of: Knowing word meanings, knowing the author, knowing the philosophy behind the selection and the circumstances under which it was written. (May spend one or two class periods in library studying the selection in this light.)
- Allow time for students to work individually or in groups no larger than three to paraphrase and pantomime the selection.
- Schedule one or two practice sessions with groups of five or six so students feel comfortable with the audience. (Student should work to memorize 90% of the selection.)
- In presenting the reading, confidence and poise are essential. Students should begin with background material about the selection and author before actually reading the work.
- Students should monitor voice as to pause, rate, pitch, melody, and intensity as he/she speaks.
- Whatever will assist the students in imparting mood, emotion, and meaning should be included.
- After each selection, allow time for constructive comments which may aid the next speaker. Build on the first speech so succeeding speakers may learn as speeches progress.

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Suggested Monitoring Procedures

Teacher should stress good listening habits and respect for the speaker.

Possible Resources

Carlile, Clark S.
38 Basic Speech Experiences,
Clark Publishing Co., Idaho, 1966.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to select a passage from a story or novel that is appropriate for oral interpretation. B. The student values effective oral interpretation of prose or poetry.

State Goal	1,10
District Goal	
Program Goal	3,9

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Choose a Selection
Group size: entire class
Materials: Several anthologies for individual student use

Procedure(s):

- . Review steps in preparing a poem for oral reading: analysis of meaning, mood, meter and rhythm.
- . Then review steps in analyzing the thought of a prose selection; especially reading for general meaning, and use of literal and figurative language.
- . Give an example by reading to the class your own selection for oral interpretation.
- . Class discusses the selection, discovering reasons why the teacher may have chosen that particular work for oral interpretation.
- . Emphasize to the class the following:
  - a) Choose that which is suitable to your own characterization.
  - b) Give close attention to your audience and the occasion.
  - c) Consider the environment in which you are required to read.
  - d) Consider the length of the selection.
  - e) Check the library for examples of poetry and prose readings that have lent themselves to oral interpretation.

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Suggested Monitoring Procedures

Make suggestions of several selections that have "worked" with students in the past. Explain why each was found to hold class interest.

Possible Resources

Carlile, Clark S.
38 Basic Speech Experiences
Clark Publishing Co., Idaho, 1966.

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: SPEAKING

Dramatics

	Page	Suggested Grade Placement	District Placement 8	9	10	11	12
The student knows:							
. ways in which believing in the "reality" of a dramatic role affects imagined thoughts, feelings, and actions, i.e., "Acting is believing."	291	9-12					
. personal experiences are valuable resources in creating believable roles.	293						
. improvisation is the process of extemporizing physical actions including speech.	295						
. the stage is divided into areas of emphasis, has levels of use and allows the placement of actors in relation to other actors for purposes of emphasis.	297						
. lighting is used not only to illuminate actors, but is so placed and colored that it becomes an integral means of interpreting the dramatist's work.	297						
The student is able to:							
. engage in creative dramatics based on stories read or heard.	291						
. improvise when given a minimum of direction and information.	295						
. integrate voice and movement in interpreting character.	295						
. plan scenes of a familiar story and take part in presenting them in a largely extempore dramatization.							
. plan simple settings which are functional (facilitate movement) and visually effective (symbolizing or enhancing theme or mood.)	297						
. plan and execute basic lighting designs, i.e., provide adequate light in a way which enhances meaning.	297						
. analyze a character and create an effective make-up plan for the actor interpreting the role.	293						
The student values:							
. drama as a form of self-expression.	291						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows ways in which believing in the "reality" of a dramatic role affects imagined thoughts, feelings and actions, i. e. "acting is believing."

B. The student is able to create a character based upon a story read or heard. C. The student values drama as a form of self-expression.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3

Suggested Activities: **Grade(s)** 9-12

Title: Listening and Creating
Group size: entire class
Materials: different stories

Procedure(s):

- Have the students divide into groups after reading or hearing a story.
- Then give them the following directions:
  Make up your own dialogue and action as you follow the story outline.
  Use your body to create sound effects.
  Use a recording from a Broadway musical and build a scene around the plot of the song. Let the artist do the singing. Do it all in mime.
  Working in groups, act out a machine.
  Create a fantasy machine with each student contributing a moving part and a corresponding sound.

Suggested Monitoring Procedures

The teacher will provide sources of different types of stories ranging in all areas and levels.

The teacher will encourage each student to create to the best of his/her ability.

Possible Resources

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows personal experiences are valuable resources in creating believable roles. B. The student is able to integrate voice and movement in interpreting character. C. The student is able to analyze a character and create an effective makeup plan for the actor interpreting the role. D. The student values drama as a form of self-expression.

State Goal 3

District Goal

Program Goal 3,8

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Voice and movement in character
Group size: individual and small group
Materials: scenes (short or long) from scripts

Procedure(s):

- Deliver the lines in several different ways, such as stage whispers, tears, laughter and anger.
- Pick a partner and deliver lines in various pitches, different inflections, volume and variety of speeds.
- Interpret lines as spoken by a young child, followed by lines spoken by a teenager, then an older person.

Title: Doing makeup
Group size: individual and small groups
Materials: Makeup materials

Procedure(s):

- Working with a partner, students analyze a character; prepare a makeup chart and do a specific character such as:
  - a person in the forties
  - a person in the seventies
- Demonstrate on a classmate the application of a beard, a moustache, or nose putty.
- Divide into groups and do the following racial characteristics:
  - Oriental, Negro, Indian
- Take a definite character from a play and plan a makeup chart for that character (with a classmate) such as: Annie Oakley, King of Siam.

Suggested Monitoring Procedures

The teacher demonstrates and assists students in learning how to express these different vocal and movement techniques.

The teacher will explain the techniques involved in learning about makeup.

The teacher will assist each student in each specific experiment.

Possible Resources

Basic Drama Projects, Fran A. Tanner, Clark Publishing Co.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Le[illegible]ning [illegible]bjective(s) A. The student knows that improvisation is the process of extemporizing physical actions including speech. B. The student is able to improvise when given a minimum of direction and information. C. The student values drama as a form of self-expression.

State Goal 2
District Goal
Program Goal 10

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Improvisation
Group Size: small groups
Materials: prepared improvisations

Procedure(s):

- Demonstration of Improvisation:
  1. Two persons are packing a small car for a ski trip. One thinks the skis should be carried on top of the car; the other insists they should be mounted on the back.
  2. Two girls are staying all night with each other. One is on a diet and is determined not to snack between meals. The other is snacking and tries to get her friend to do likewise.
- Concentration on an Emotion:
  1. Take an emotion such as sorrow, fright, surprise, revenge, and improvise a situation.

Example(s):

1. Sorrow: You receive a phone call that two friends have been killed in a car accident.
2. Pain: You are doing an experiment in the chemistry lab when you accidentally break the test tube and cut a deep gash in your finger. Blood gushes out and your finger throbs with pain.

Suggested Monitoring Procedures

Teacher encourages the students to be as realistic as they can in creating different types of scenes.

Possible Resources

Elkind, Smauel, Improvisation Handbook, Scott Foresman & Co. Palo Alto, Calif., 1975.

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Title: Lighting the Stage
Group size: small group
Materials: All available lighting equipment from your school

Procedure(s):

- Direct students to do the following:
  Make a lighting chart and cue sheet for a play.
  Give class reports on special lighting effects.
  Make homemade spotlights.
  Wire a special sound board with push buttons that provide a door bell, telephone, etc.
  Report on the principles of lighting the stage.
  Examples:
  1. visibility
  2. emphasis
  3. mood
  4. light source

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: SPEAKING

Debate	Page	Suggested Grade Placement	District Placement				
			8	9	10	11	12
The student knows:							
• debate propositions may be classified as propositions of fact, value or policy.	301	9-12					
• the characteristics of a good proposition are: it has two sides it is free of ambiguous terms it is stated in the affirmative it proposes a course of action	301						
• the "burden of proof" rests upon the affirmative.	303						
• strategy is the constraint of logic and evidence in debate, e.g., evasion, total clash, straw man.	303						
• refutations may attack evidence or reasoning, or both.	303						
The student is able to:							
• define terms to remove ambiguity in the debate.							
• assemble major arguments on more than one side of the question, providing a broad understanding on which to base conclusions.	305						
• test evidence of fact, e.g., completeness, consistency, accessibility to observation.	305						
• test evidence of opinion, e.g., qualifications of authority, freedom from bias.	305						
• tie evidence together in a chain of reasoning so that every general statement is supported by proof and plausible argument.	305						
The student values:							
• skill and strategy in an effective debate.	303						

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows debate propositions may be classified as propositions of fact, value, or policy. B. The student knows the characteristics of a good proposition are: (1) it has 2 sides (2) it is free of ambiguous terms (3) it is stated in the affirmative (4) it proposes a course of action.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 9-12

Title: Proposition Formulation
Group Size: entire class
Materials:

Procedure(s):

- Class discusses the question: "How can final examinations in this high school be improved?" Analyze certain plans and from discussion try to formulate propositions to these:
  1. Resolved: That multiple choice questions replace essay questions in all final examinations.
  2. Resolved: That College Board Examinations be given as final examinations in all subjects.
  3. Resolved: That all students who have "A" grades in full-credit subjects be excused from final examinations in those courses.
- Each of the above resolutions recommends a change in current plan or course of action. The first suggests a change in the form of examination, the second recommends a standardization on a national basis, the third proposes a change for superior students.
- Using the above objectives (or others if your class has thought of some good ones), point out that they have come up with resolutions that have all the qualities of a good proposition.
  1. It should be stated as a formal resolution.
  2. It should be debatable.
  3. It should be interesting, important, up-to-date.
  4. It should be worded so that the affirmative supports the proposed change.

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Suggested Monitoring Procedures

Teacher acts as discussion leader.

Suggested Resources

Speaking of Communication
Charles A. Wilkinson, Scott, Foresman & Co., Glenview, IL 1975.

District Resources

Suggested Activities: Grade(s) 9-12

5. It should contain only one problem.
6. It should contain no confusing or ambiguous words.
7. It should be appropriate to debaters.

Title: Fact, Value?
Group size: entire class, individual
Materials: worksheet

Procedure(s):

- Explain to class that some propositions can be of fact or value and are not usually used in formal debate events. However, they are important to know for formulating good propositions.
- Provide class with a worksheet of propositions which are fact, value, and policy.
- Have students identify each type and discuss.

Example(s):

Policy - see last activity
Fact - Resolved: That the Renault Dauphine car gets 30 miles per gallon of gasoline
Value - Resolved: That Washington was a greater man than Jefferson.

Suggested Monitoring Procedures

Teacher distributes and collects worksheets and acts as discussion leader.

Suggested Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student knows the "burden of proof" rests upon the affirmative. B. The student knows strategy is the constraint of logic and evidence in debate, e. g. evasion, total clash, straw man. C. The student knows refutations may attack evidence or reasoning, or both. D. The student values skill and strategy in an effective debate.

Related Area(s)

State Goal	2
District Goal	
Program Goal	8

Suggested Activities: Grade(s) 9-12	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Observing Debaters Group Size: individual, entire class Materials: paper and pens Procedure(s): . Ask some members of a local college debate club or members of your high school debate team to give a short demonstration debate for your class. . Tell the class to try to record the affirmative and negative team's major arguments. . Have them compare their notes with the debater's notes. . Have the class ask the team members to explain the processes involved in preparing for a debate tournament.	Teacher prepares for guest speakers, introduces speakers to class, and acts as discussion leader after debate.	Speaking of Communication, Charles A. Wilkinson, Scott, Foresman and Co., Glenview, IL, 1975, pp. 152-167.
Title: Listen to a Debate Group Size: individual Materials: paper and pens Procedure(s): . Assign class to listen to a political speech or read a newspaper debate and write an analysis of the issues on which an actual clash occurred or could occur and a justification of what you considered to be the "winning" position. (A good debate to watch each week is Shana Alexander & Jack Kilpatrick on "60 Minutes".)	Teacher offers suggestions for students to use, collects papers, critiques and acts as discussion leader.	**District Resources**

Suggested Activities: Grade(s) 9-12

Title: Reading a Debate in Real Life
Group Size: individual
Materials: newspapers, weekly news magazines

Procedure(s):

- Assign students to read an editorial in a newspaper or news magazine. (Newsweek magazine has good columns for this--George Will, Meg Greenfield, "My Turn").
- Have students take notes on editorials, writing down major arguments, propositions, etc.
- During the following weeks/days, have students read "Letters to the Editor" concerning their major editorial.
- Have them analyze one letter and the editorial by answering these questions:
  Where are the areas of clash?
  What are the strongest arguments?
  What are some problems in reasoning?
  What would you say in the rebuttal or second stage of the debate if the argument could continue?

Suggested Monitoring Procedures

Teacher suggests and/or provides materials for students, offers individual help and critiques the critiques.

Suggested Resources

District Resources

Suggested Objective Placement 9-12

Student Learning Objective(s) A. The student is able to assemble major arguments on more than one side of the question, providing a broad understanding on which to base conclusions. B. The student is able to test evidence of fact, e.g. completeness, consistency, accessibility to observation. C. The student is able to test evidence of opinion, e. g., qualifications of authority, freedom from bias. D. The student is able to tie evidence together in a chain of reasoning so that every general statement is supported by proof and plausible argument.

State Goal	3
District Goal	
Program Goal	8

Related Area(s)

Suggested Activities: Grade(s) 9-12	Suggested Monitoring Procedures	Suggested Resources
Title: Debate Practice Group Size: pairs of students Materials: research materials Procedure(s): . Give class the following assignment. . Select partners, agree on a topic, limit yourselves to three issues within the topic, and take a side to defend. . Prepare for an in-class debate in which each side has three minutes to make a case and two minutes to refute the other side's position.	Teacher offers individual help, judges the debates, leads class discussions.	Teaching Speech Communication in the Secondary School, Brooks and Friedrich, Houghton Mifflin, 1973, pp. 317-335.
Title: Debate! Group Size: pairs of students Materials: research materials, file cards, file box, pens Procedure(s): . Have students formally debate on the current national debate topic (1979-80: Foreign Policy). . Formulate propositions in class and allow time for research. . Students turn in copies of constructive speeches. . Students should be prepared to argue both sides of the case.	Teacher suggests and/or provides material, offers individual help in collecting materials and practicing oral arguments, acts as judge during debates, and leads class discussion following debate.	District Resources

Suggested Activities: Grade(s) 9-12

Suggested Monitoring Procedures

Suggested Resources

- Use the following format for the actual debate.

1st affirmative:	10-minute	constructive	speech
1st negative:	10-minute	"	"
2nd affirmative:	10-minute	"	"
1st negative:	10-minute	"	"

1st negative:	5-minute	rebuttal	speech
1st affirmative:	"		"
2nd negative:	"		"
2nd affirmative:	"		"

District Resources